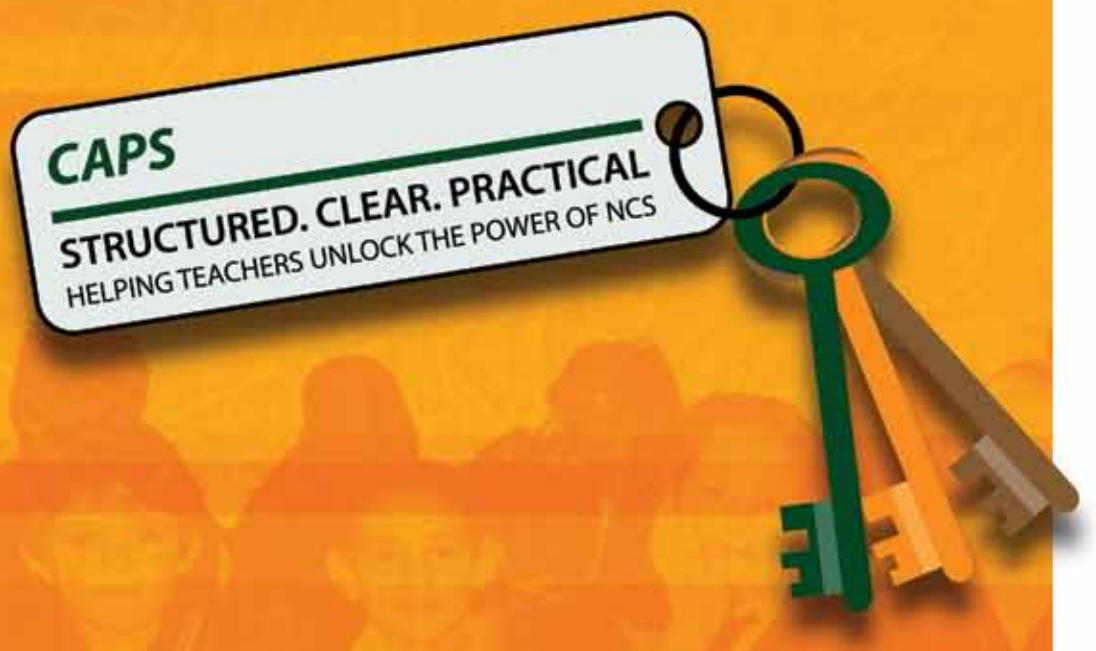
ENGLISH SECOND ADDITIONAL LANGUAGE

National Curriculum Statement (NCS)

Curriculum and Assessment Policy Statement



Senior Phase
Grades 7-9

basic education
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Basic Education
REPUBLIC OF SOUTH AFRICA

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CURRICULUM AND ASSESSMENT POLICY STATEMENT
GRADES 7-9

ENGLISH SECOND ADDITIONAL LANGUAGE

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In view of the stringent time requirements encountered by the Department of Basic Education to effect the necessary editorial changes and layout to the Curriculum and Assessment Policy Statements and the supplementary policy documents, possible errors may occur in the said documents placed on the official departmental websites.

There may also be vernacular inconsistencies in the language documents at Home-, First and Second Additional Language levels which have been translated in the various African Languages. Please note that the content of the documents translated and versioned in the African Languages are correct as they are based on the English generic language documents at all three language levels to be implemented in all four school phases.

If any editorial, layout or vernacular inconsistencies are detected, the user is kindly requested to bring this to the attention of the Department of Basic Education.

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FOREWORD BY THE MINISTER

Our national curriculum is the culmination of our efforts over a period of seventeen years to transform the curriculum bequeathed to us by apartheid. From the start of democracy we have built our curriculum on the values that inspired our Constitution (Act 108 of 1996). The Preamble to the Constitution states that the aims of the Constitution are to:

- heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
- improve the quality of life of all citizens and free the potential of each person;
- lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; and
- build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

Education and the curriculum have an important role to play in realising these aims.

In 1997 we introduced outcomes-based education to overcome the curricular divisions of the past, but the experience of implementation prompted a review in 2000. This led to the first curriculum revision: the *Revised National Curriculum Statement Grades R-9* and the *National Curriculum Statement Grades 10-12* (2002).

Ongoing implementation challenges resulted in another review in 2009 and we revised the *Revised National Curriculum Statement* (2002) and the *National Curriculum Statement Grades 10-12* to produce this document.

From 2012 the two National Curriculum Statements, for *Grades R-9* and *Grades 10-12* respectively, are combined in a single document and will simply be known as the *National Curriculum Statement Grades R-12.* The *National Curriculum Statement for Grades R-12* builds on the previous curriculum but also updates it and aims to provide clearer specification of what is to be taught and learnt on a term-by-term basis.

The *National Curriculum Statement Grades R-12* represents a policy statement for learning and teaching in South African schools and comprises of the following:

(a) Curriculum and Assessment Policy Statements (CAPS) for all approved subjects listed in this document;

(b) *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*; and

(c) *National Protocol for Assessment Grades R-12.*

MRS ANGIE MOTSHEKGA, MP
MINISTER OF BASIC EDUCATION

CONTENTS

SECTION 1: NATIONAL CURRICULUM AND ASSESSMENT POLICY STATEMENT 3

1.1 Background 3

1.2 Overview 3

1.3 General aims of the South African curriculum 4

1.4 Time allocation 6

1.4.1 Foundation Phase 6

1.4.2 Intermediate Phase 6

1.4.3 Senior Phase 7

1.4.4 Grades 10-12 7

SECTION 2: INTRODUCING THE LANGUAGES 8

2.1 Languages in the National Curriculum and Assessment Policy Statement 8

2.1.1 Language levels 8

2.1.2 The language skills 10

2.1.3 Language teaching approaches 10

2.2 Time allocation of First Additional Language in the curriculum 13

2.3 Learning and Teaching Support Materials 13

SECTION 3: CONTENT AND TEACHING PLANS FOR LANGUAGE SKILLS 15

3.1 Listening and speaking 15

3.2 Reading and viewing 22

3.3 Writing and presenting 26

3.4 Language structures and conventions 30

3.5 Language structures and conventions 33

3.6 Teaching plans 34

3.6.1 Grade 7 37

3.6.2 Grade 8 45

3.6.3 Grade 9 55

SECTION 4: ASSESSMENT IN SECOND ADDITIONAL LANGUAGE 66

4.1 Introduction 66

4.2 Informal or daily assessment 66

4.3 Formal assessment 66

4.4 Programme of Assessment 68

4.4.1 Overview of requirements 68

4.4.2 Examinations 70

4.5 Recording and reporting 71

4.6 Moderation of assessment 71

4.6.1 Formal assessment (SBA) 71

4.6.2 Oral assessment tasks 72

4.7 General 72

GLOSSARY 73

SECTION 1: INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT

1.1 BACKGROUND

The *National Curriculum Statement Grades R-12 (NCS)* stipulates policy on curriculum and assessment in the schooling sector.

To improve implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2012. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R-12.

1.2 OVERVIEW

(a) The *National Curriculum Statement Grades R-12 (January 2012)* represents a policy statement for learning and teaching in South African schools and comprises the following:

(i) Curriculum and Assessment Policy Statements for each approved school subject;

(ii) The policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and

(iii) The policy document, National Protocol for Assessment Grades R-12 (January 2012) .

(b) The *National Curriculum Statement Grades R-12 (January 2012)* replaces the two current national curricula statements, namely the

(i) Revised National Curriculum Statement Grades R-9, Government Gazette No. 23406 of 31 May 2002, and

(ii) National Curriculum Statement Grades 10-12 Government Gazettes, No. 25545 of 6 October 2003 and No. 27594 of 17 May 2005.

(c) The national curriculum statements contemplated in subparagraphs b (i) and (ii) comprise the following policy documents which will be incrementally repealed by the *National Curriculum Statement Grades R-12 (January 2012)* during the period 2012-2014:

(i) The Learning Area/Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R-9 and Grades 10-12;

(ii) The policy document, National Policy on assessment and qualifications for schools in the General Education and Training Band, promulgated in Government Notice No. 124 in Government Gazette No. 29626 of 12 February 2007;

(iii) The policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF) , promulgated in Government Gazette No.27819 of 20 July 2005;

(iv) The policy document, An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF) , regarding learners with special needs, published in Government Gazette, No.29466 of 11 December 2006, is incorporated in the policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and

(v) The policy document, An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF) , regarding the National Protocol for Assessment (Grades R-12) , promulgated in Government Notice No.1267 in Government Gazette No. 29467 of 11 December 2006.=

(d) The policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*, and the sections on the Curriculum and Assessment Policy as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the *National Curriculum Statement Grades R-12.* It will therefore, in terms of *section 6A* of the *South African Schools Act, 1996 (Act No. 84 of 1996,)* form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.

1.3 GENERAL AIMS OF THE SOUTH AFRICAN CURRICULUM

(a) The *National Curriculum Statement Grades R-12* gives expression to the knowledge, skills and values worth learning in South African schools. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives.

(b) The National Curriculum Statement Grades R-12 serves the purposes of:

- equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
- providing access to higher education;
- facilitating the transition of learners from education institutions to the workplace; and
- providing employers with a sufficient profile of a learner's competences.

(c) The National Curriculum Statement Grades R-12 is based on the following principles:

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
- Progression: content and context of each grade shows progression from simple to complex;

- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades R-12 is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

(d) The National Curriculum Statement Grades R-12 aims to produce learners that are able to:

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively as individuals and with others as members of a team;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

(e) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, Institutional-Level Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's *Guidelines for Inclusive Teaching and Learning* (2010) .

1.4 TIME ALLOCATION

1.4.1 Foundation Phase

(a) The instructional time in the Foundation Phase is as follows:

SUBJECT	GRADE R (HOURS)	GRADES 1-2 (HOURS)	GRADE 3 (HOURS)
Home Language	10	8/7	8/7
First Additional Language		2/3	3/4
Mathematics	7	7	7
Life Skills • Beginning Knowledge • Creative Arts • Physical Education • Personal and Social Well-being	**6** (1) (2) (2) (1)	**6** (1) (2) (2) (1)	**7** (2) (2) (2) (1)
TOTAL	**23**	**23**	**25**

(b) Instructional time for Grades R, 1 and 2 is 23 hours and for Grade 3 is 25 hours.

(c) Ten hours are allocated for languages in Grades R-2 and 11 hours in Grade 3. A maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 2 hours and a maximum of 3 hours for Additional Language in Grades 1-2. In Grade 3 a maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 3 hours and a maximum of 4 hours for First Additional Language.

(d) In Life Skills Beginning Knowledge is allocated 1 hour in Grades R – 2 and 2 hours as indicated by the hours in brackets for Grade 3.

1.4.2 Intermediate Phase

(a) The instructional time in the Intermediate Phase is as follows:

SUBJECT	HOURS
Home Language	6
First Additional Language	5
Mathematics	6
Natural Sciences and Technology	3,5
Social Sciences	3
Life Skills • Creative Arts • Physical Education • Personal and Social Well-being	**4** (1,5) (1) (1,5)
TOTAL	**27,5**

1.4.3 Senior Phase

(a) The instructional time in the Senior Phase is as follows:

SUBJECT	HOURS
Home Language	5
First Additional Language	4
Mathematics	4,5
Natural Sciences	3
Social Sciences	3
Technology	2
Economic Management Sciences	2
Life Orientation	2
Creative Arts	2
TOTAL	**27,5**

1.4.4 Grades 10-12

(a) The instructional time in Grades 10-12 is as follows:

SUBJECT	TIME ALLOCATION PER WEEK (HOURS)
Home Language	**4.5**
First Additional Language	**4.5**
Mathematics	**4.5**
Life Orientation	**2**
A minimum of any three subjects selected from **Group B** Annexure B, Tables B1-B8 of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12,* subject to the provisos stipulated in paragraph 28 of the said policy document.	**12 (3x4h)**
TOTAL	**27,5**

The allocated time per week may be utilised only for the minimum required NCS subjects as specified above, and may not be used for any additional subjects added to the list of minimum subjects. Should a learner wish to offer additional subjects, additional time must be allocated for the offering of these subjects.

SECTION 2: INTRODUCING THE LANGUAGES

2.1 LANGUAGES IN THE NATIONAL CURRICULUM AND ASSESSMENT POLICY STATEMENT

Language is a tool for thought and communication. It is also a cultural and aesthetic means commonly shared among a people to make better sense of the world they live in. Learning to use language effectively enables learners to acquire knowledge, to express their identity, feelings and ideas, to interact with others and to manage their world. It also provides learners with a rich, powerful and deeply rooted set of images and ideas that can be used to make their world other than it is; better and clearer than it is. It is through language that cultural diversity and social relations are expressed and constructed, and it is through language that such constructions can be altered, broadened and refined.

2.1.1 Language levels

Language learning in the Senior Phase includes all the official languages in South Africa, namely, Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Sepedi (Sesotho sa Leboa) , Sesotho, Setswana, Siswati, Tshivenda, Xitsonga – as well as Non-official Languages. These languages can be offered at different language levels.

Home Language is the language first acquired by learners while First Additional language is the language learnt in addition to one's home language. The Second Additional Language is the further language that a learner can learn, that enables broader communication and multilingualism. The language may be in use within the community or culture and will enhance nation building and intercultural understanding. Many South African schools do not offer the home languages of some or all of the enrolled learners but rather have one or two languages offered at home language level. As a result, the names Home Language, First Additional and Second Additional Language refer to the proficiency levels at which the language is offered, and not the native (Home) or acquired (as in the Additional) languages. For the purposes of this policy, any reference to Home Language should be understood to refer to the level and not the language itself.

The **Home Language level** provides for language proficiency that reflects the mastery basic interpersonal communication skills required in social situations and the cognitive academic skills essential for learning across the curriculum. Emphasis is placed on the teaching of the listening, speaking, reading and writing skills at this language level. This level also provides learners with a literary, aesthetic and imaginative ability that will provide them with the ability to recreate, imagine and empower their understanding of the world they live in. However, the emphasis and the weighting for listening and speaking from Grades 7 onwards are lower than those of the reading and writing skills.

The First Additional Language refers to a language which is not a mother tongue but which is used for certain communicative functions in a society, that is, medium of learning and teaching in education. The curriculum provides strong support for those learners who will use their first additional language as a language of learning and teaching. By the end of Grade 9, these learners should be able to use their home language and first additional language effectively and with confidence for a variety of purposes, including learning.

In South Africa, many children use their additional language, English, as the Language of Learning and Teaching (LoLT) . This means that they must reach a high level of competence in English. They need to be able to read and write well in English.

The **First Additional Language level** assumes that learners do not necessarily have any knowledge of the language when they arrive at school. The focus in the first few years of school is on developing learners' ability to understand and speak the language – basic interpersonal communication skills. In Grades 2 and 3 learners start to build literacy on this oral foundation. They also apply the literacy skills they have already learned in their Home Language.

In the Intermediate and Senior Phases, learners continue to strengthen their listening, speaking, reading and writing skills. At this stage the majority of children are learning through the medium of their First Additional Language, English, and should be getting more exposure to it. Greater emphasis is therefore placed on using the First Additional Language for the purposes of thinking and reasoning. This enables learners to develop their cognitive academic skills, which they need to study subjects like Natural Sciences, Mathematics, etc. in English. They also engage more with literary texts and begin to develop aesthetic and imaginative ability in their Additional Language.

By the time learners enter Senior Phase, they should be reasonably proficient in their First Additional Language with regard to both interpersonal and cognitive academic skills. However, the reality is that many learners still cannot communicate well in their Additional Language at this stage. The challenge in the Senior Phase, therefore, is to provide support for these learners at the same time as providing a curriculum that enables learners to meet the standards required in further grades. These standards must be such that learners can use their Additional Language at a high level of proficiency to prepare them for further or higher education or the world of work. It is therefore recommended that, where possible, learners in the Senior Phase be exposed to the same concepts in a two week cycle in both language levels.

The Second Additional Language level also assumes that learners do not necessarily have any knowledge of the language when they arrive at school. The focus upon exposure to Second Additional Language is on developing learners' ability to understand and speak the language - basic interpersonal communication skills. In Grades 4 - 6 learners start to build their oral and literacy skills. They also apply the oral and literacy skills they have already learned in their Home and First Additional Languages.

In Grades 7 – 9 learners continue to strengthen their listening and speaking while developing their reading and writing skills.

By the time learners enter Grade 10, they should be able to communicate in their Second Additional Language at both interpersonal and social levels. However, the reality is that many learners still cannot communicate well in their Additional Language at this stage. The challenge in Grades 7-9, therefore, is to provide support for these learners at the same time as providing a curriculum that enables learners to meet the standards required in Senior Phase. These standards must be such that learners can use their additional language at a level of proficiency to prepare them for further or higher education or the world of work.

Specific aims of learning Additional Languages

Learning a Second Additional Language should enable learners to:

- acquire the language skills necessary to communicate appropriately in the target language at a basic level;
- listen, speak, read/view and write the language with growing confidence and enjoyment. These skills and attitudes form the basis for life-long learning;
- express their own ideas, views and emotions with confidence (orally and in writing) , in order to become comfortable in the language;

- use language and their imagination to find out more about themselves and the different cultures and the world around them. This will enable them to express their experiences and findings about the world orally and in writing;
- use language to access and manage communication in other contexts. Information literacy is a vital skill in the 'information age' and forms the basis for lifelong learning;
- use language as a means for expressing information on familiar topics; for interacting with a familiar range of texts; and for reading texts for enjoyment, basic information and communication.

2.1.2 The language skills

The Second Additional Language curriculum is packaged according to the following skills:

1	Listening and Speaking
2	Reading and Viewing
3	Writing and Presenting
4	Language Structures and Conventions

2.1.3 Language Teaching Approaches

The approaches to teaching language in these documents are text-based, communicative, integrated and process orientated.

The **text-based approach** and the **communicative approach** are both dependent on the continuous use and production of texts. The **text-based approach** explores how texts work. The purpose of a text-based approach is to enable learners to become competent, confident and critical readers, writers, viewers and designers of texts. It involves listening to, reading, viewing and analysing texts to understand how they are produced and what their effects are. Through this critical interaction, learners develop the ability to evaluate texts. The text-based approach also involves producing different kinds of texts for particular purposes and audiences. This approach is informed by an understanding of how texts are constructed.

A **communicative approach** suggests that when learning a language, a learner should have a great deal of exposure to the target language and many opportunities to practise or produce the language by communicating for social or practical purposes. Language learning should be carried over into the classroom where literacy skills of reading/viewing and writing/presenting are learned by doing a great deal of reading and learning to write by doing much writing.

Language teaching happens in an integrated way, with the teacher modelling good practice, the learners practising the appropriate skills in groups before applying these skills on their own. The structure of each lesson should be one that engages the whole class before practising in groups and applying the new skill individually.

The process approach is used when learners produce oral and written texts. The learners engage in different stages of the listening, speaking, reading and writing processes. They must think of the audience and the purpose during these processes. This will enable them to communicate and express their thoughts in a natural way. For example, the teaching of writing does not focus on the product only but also focus on the process of writing. During process writing learners are taught how to generate ideas, to think about the purpose and audience, to write drafts, to edit their work and to present a written product that communicates their thoughts.

Approaches to teaching literature

The teaching of literature should focus on teaching for comprehension and will include the reading process strategies (pre-reading, reading and post-reading) . The main reason for reading literature in the classroom is to develop in learners a sensitivity to a special use of language that is more refined, literary, figurative, symbolic and deeply meaningful than much of what else they may read. While most literary texts are forms of entertainment, amusement, or revelation, serious writers create novels, plays and poems because they have ideas, thoughts and issues, principles, ideologies and beliefs that they most want to share with or reveal to their prospective readers. Their imaginative use of language is an added method of revealing, reinforcing and highlighting their ideas.

The teaching of literature is never easy, but it is impossible without the personal, thoughtful and honest interpretations and comments from the learners themselves. Unless they learn how to understand a literary text on their own, they will not have learned much. Teachers often need to restrain their own interpretations and ideas of literary texts and allow as much learner participation as is reasonable. Interpretation is not about right or wrong. It is about searching for what is meaningful to the reader.

The best ways to approach the teaching of literature would involve some or all of the following.

- Make every attempt to read as much of the text in class as possible without breaking for any other activity. This may take more than the scheduled two weeks for the Second Additional learner. It is essential that learners have a clear idea of what is going on at the most basic level of the text. Some classes can read texts without support. That is to be encouraged. Genres, and the approach to such, should be taught, rather than texts. For example, *Poetry* should be taught, not *poems*. Read as many as possible in class and ensure that learners write poems as well.

- Literary interpretation is essentially a university level activity. Learners in this phase do not have to learn this advanced level of interpretation. However, the purpose of teaching literary texts is to show learners how the Second Additional Language can be used with subtlety, intelligence, imagination and flair. This means a close look at how text is being created, manipulated and re-arranged to clarify and emphasise what is being expressed. Such work might involve examining the presence or absence of imagery; what kind of imagery is being selected by the writer and why; sentence structures and paragraphing, or the layout of poems; choice of words, continuing motifs through the text; the use of symbol, sound and colour where appropriate. Most of this work should be text based.

- Creative writing should be closely attached to the study of any literary text. Writing activities that demand a close understanding of the text being read can prove very helpful in reaching more creative levels of appreciation on the part of the learners. Class discussions can be fruitful as long as everyone is involved. But class discussions that lead to written work activities serve a clearer purpose and benefit both.

- Finally, it is important to point out that Literature is not about right answers. A whole text means something, not just bits and pieces of it. A good reading of a text incorporates the whole text in interpretative, creative, personal and exploratory practices.

The other approaches to literature which can be integrated with teaching for comprehension and for understanding the key features of literature are the **chronological, the author, the theme and the genre approaches**. These approaches can be combined.

In the **chronological approach** learners can research and combine the literature period with the historical events for the same timeframe.

In the **author approach,** learners can participate in a broad and deep study of an author especially in poetry and can link his/her poems with a particular historical period.

In the **theme approach** learners can look at themes such as justice, success, love, etc. across a number of poems or across different genres and relate them to events in real life situations. They can make judgments about the character's actions and comment on the theme.

Regarding the **genre approach,** learners can classify, compare and contrast different types of literary genre, e.g., the difference between the plots in a novel/short story/drama/folklore.

Approaches to teaching language usage

The teaching of language structure should focus on how language is used and what can be done with language, i.e. how to make meaning, how to attend to problems and interests, influence friends and colleagues, and how to create a rich social life. The teaching of language structures should be a means to getting things done.

The teaching of language structures/grammatical structures should therefore be text-based, communicative and integrated.

The following principles should be taken into consideration when teaching language structures:

- Grammar should be taught for constructing texts in their context of use - it is concerned, in other words, with real language.
- The application of grammar should not be restricted to the analysis of isolated sentences – it should explain the way in which sentences are structured to construct whole texts such as stories, essays, letters and reports which learners learn to read and write in school.
- Use of authentic materials such as dialogues, interviews, must be encouraged
- Link the language structure with functional uses of language in different social settings, e.g. expressing one's thoughts or feelings; introducing people; talking about or reporting things, actions, events or people in the environment, in the past or in the future; making requests; making suggestions; offering food or drinks and accepting or declining politely; giving and responding to instructions; comparing or contrasting things.
- Use classroom activities that relate language forms with functions, e.g. the past tense with a narrative essay and report writing;
- Focus on meaningful tasks. Acquiring the grammatical rules of the language does not necessarily enable the learner to use the language in a coherent and meaningful way. What interests us then concerns the structure and function beyond the sentence level, i.e. the way in which people use either spoken language (discourse) or written language (text) in coherent and meaningful ways.
- The issues of pronunciation and intonation should not be penalized unless they create communication breakdown.

2.2 TIME ALLOCATION FOR THE SECOND ADDITIONAL LANGUAGE

In a two-week cycle the following time allocation for the different language skills is suggested:

SKILLS	TIME ALLOCATION PER WEEK (HOURS)	TIME ALLOCATION PER TWO WEEK CYCLE (HOURS)	%
Listening & Speaking	2	1	25
Reading & Viewing: Comprehension & Literature		1	25
Writing & Presenting		1	25
Language structures and conventions (this is also integrated into the 4 skills)		1	25

The teaching time for Second Additional Language is 2 hours per week. All language content is taught within a two-week cycle (4 hours) . **Teachers do not have to stick rigidly to this cycle but must ensure that the language skills, especially reading and writing are practised.** The time allocation for the different language skills in Grade 7-9 is 36 weeks. Four weeks are for examination purposes – two weeks for June examination and another two weeks for December examination.

2.3 LEARNING AND TEACHING SUPPORT MATERIALS

Learners should have the following for Second Additional Language study in Grades 7 – 9:

GRADES 7 – 9	
CORE MATERIALS	
Prescribed language textbook	√
Dictionary	√
One of the following approved/prescribed literary *genres	
Short Novel	√
Short stories	√
Folklore	√
Short Drama	√
Poetry	√
MEDIA MATERIALS	
Newspapers	√
Magazines	√
Radio talks/dramas	√
Television shows/dramas/documentaries	√

*** Learners must have been exposed to three genres by the end of the phase, for example, one genre per grade.**

Second Additional Language teachers should have:

a) A Curriculum and Assessment Policy Statement

b) Language in Education Policy

c) The prescribed language textbook used by learners and other textbooks for resource purposes, in addition to the prescribed one

d) Dictionary (monolingual, bilingual, multilingual, thesaurus)

e) Relevant prescribed literature genres

f) A variety of media materials: newspapers, magazines, brochures, flyers, etc.

g) Access to audio/visual aids to be used in the classroom

h) Other media resources (a variety of newspapers, magazines and brochures)

Classroom resources

a) A range of texts to accommodate different reading levels, e.g. a selection of readers with sufficient copies of texts at each level for the class.

b) A variety of media materials: newspapers, magazines, brochures, flyers, advertisements, posters, notices, etc.

c) Audio/visual aids

SECTION 3: CONTENT AND TEACHING PLANS FOR LANGUAGE SKILLS

This section is divided into TWO components: an overview of the skills, content and strategies and the Teaching Plans.

3.1 LISTENING AND SPEAKING

Listening and speaking are different but interdependent skills. Both are continually present informally in the classroom as learners receive and discuss information. Formal listening and speaking of special forms, e.g. role play or dialogue, need focused instruction. Formal and informal listening and speaking are integrated with reading, writing and language practice, and while speaking may give written text an oral form (e.g. reading aloud) .

LISTENING

Listening process

Listening instruction will usually involve working through elements of the listening process. This is a three-phase activity which models independent listening strategies for decoding and understanding speech and other audio forms. Not every step of the process will be used on every occasion. For example, if learners are listening to a recorded explanation they may need to do a reading as a **pre-listening** activity which alerts them to the need for focused listening and helps them make associations with their own experience. **Listening** activities would help them recall details. **Post-listening** might involve learners in responding to what they have heard by answering simple questions.

Listening comprehension exercises and assessment give an opportunity to teach learners how to listen.

Listening process

1. **Pre-listening** introduces learners to the listening situation. It allows them to activate their previous knowledge of the topic, and prepare for listening.

- Stimulate/activate background knowledge before listening, so that their knowledge of that particular type of discourse is activated.
- Predict what text may be about from title/discuss theme of text
- Deal with any key vocabulary that learners may not be familiar with
- Set a pre-listening question to focus learners' attention
- Prepare learners physically with, for example, pencil and pad for note taking

2. During **listening** learners pay attention for various purposes:

(Note that it is good practice for learners to listen to a text several times, focusing on a different aspect each time.)

2.1 Listen for specific information

- Search for meaning; identify main and supporting ideas
- Constantly check understanding of message by making and confirming predictions and through questioning

- Make meaningful notes; outline, map, categorize, summarise, retell, following instructions
- Be aware of speaker/presenters' body language and other visual cues

2.2 Listen for interaction

- Use turn-taking conventions in conversations or group work
- Ask questions to sustain communication
- Respond to language, gestures, eye contact and body language
- Signal interest and attention appropriately through expression, posture etc
- Use the appropriate conventions to be polite and show respect for others

2.3 Listen for appreciation

- Respond to the aesthetic qualities of oral text, e.g. rhythm, pace, sound effects
- Respond in communication situations
- Use turn-taking conventions in conversations
- Defend a position
- Ask questions to sustain communication
- Respond to language, gestures, eye contact and body language
- Show understanding of the relationship between language and culture by showing respect for cultural conventions

3. Post-listening follows up on the listening experience. Learners

- Answer questions
- Review notes
- Summarise
- Transfer information from oral to written mode, e.g. use information to label a picture
- Synthesise new information with prior knowledge
- Draw conclusions, give own opinion;

Suggested length of texts to be used for listening comprehension

TEXTS	GRADES	DISJUNCTIVE ORTHOGRAPHY	CONJUNCTIVE ORTHOGRAPHY
• Oral, visual, audio-visual and multimodal texts from the mass media • Audio texts • Creative texts	7	about at least 30 seconds	at least 30 seconds
• Referential and informational texts • Texts for enrichment	8	at least 45 seconds	at least 45 seconds
• Audio-visual texts (Films, television programmes and documentaries, slide shows, recordings, radio programmes, photographs, music videos)	9	At least 1 minute	At least 1 minute

SPEAKING

Speaking instruction needs to recognise a wide range of informal and formal speaking situations, from casual conversation to formal speaking. Speaking clearly, fluently, coherently, confidently and appropriately should be the aim of teaching speaking.

The teaching of speaking should include knowledge of the process and communication strategies.

The speaking process and strategies

The speaking process consists of the following stages:

- Planning: researching and organising
- Practising
- Presenting

Formal speaking and presenting

The formal speaking process will usually involve the above-mentioned three stages. Formal presentation forms may involve a written or oral version which teachers may assess.

1. Planning: researching and organising

Learners demonstrate planning, researching and organising skills for oral presentation. They

- Use resources and reference materials to find and select information
- Organise and write information; note-taking;
- Use an effective introduction and conclusion,
- Develop ideas orally in a logical manner
- Use objects, audio and/or visual aids to enhance the appeal and accuracy of presentations

2. Practising and presenting

Learners demonstrate practising and oral presentation skills. They

- Use appropriate forms of address
- Show an awareness of audience;
- Show an awareness of situation: formal or informal speech
- Express own opinion
- Use correct language structures and conventions
- Use appropriate verbal and non-verbal techniques to reinforce meaning, e.g. tone, voice
- projection/modulation, volume, pace/tempo, phrasing, eye contact, facial expressions, gestures and body language
- Strive to speak with appropriate, clear intonation and pronunciation

Informal speaking and group work (see "Features and conventions of oral communication" below)

- Initiate and sustain conversations
- Ask and respond to questions to sustain communication
- Use turn-taking conventions
- Clarify meaning where appropriate
- Respond to language, gestures, eye contact and body language
- Signal interest and attention appropriately through expression, posture and gesture

Features and conventions of oral communication texts

1. Informal speaking and group work

SPEAKING/ORAL TEXT FORM	PURPOSE	FEATURES
Informal conversation/ dialogue/group work **See Expressions used in conversation.- Reference list**	To communicate on given topics	• Initiate and sustain conversations • Use turn-taking conventions • Fill in gaps and encourage the speaker • Clarify meaning where necessary • Ask and respond to questions to sustain communication • Respond to language, gestures, eye contact and body language • Signal interest and attention appropriately through expression, posture and gesture
Unprepared reading aloud	To share a text	• Read fluently and audibly • Pronounce words without distorting meaning

2. Formal speaking and presenting

See also general comments on planning and presenting above.

SPEAKING/ORAL TEXT FORM	PURPOSE	FEATURES
Prepared speech **This form will display evidence of preparation**	Various: to inform/ share	• Conduct preparation/research • Organise material coherently. Choose and develop main ideas and support with examples • Use correct format, vocabulary, language and conventions • Use tone, voice projection, pace, eye contact, posture and gestures • Use effective introduction and conclusion • Use appropriate style and register • Incorporate appropriate visual, audio and/or audiovisual aids, e.g. charts, posters, objects, images
Prepared reading aloud	To share a text written by self or other, e.g. to entertain	• Read fluently and attentively according to purpose and task • Pronounce words without distorting meaning • Enhance meaning through tone, voice projection, pace, eye contact, posture and gestures

3. Speaking for specific purposes/contexts

SPEAKING/ORAL TEXT FORM	PURPOSE	FEATURES
Giving directions	To tell someone how to get somewhere	• Use mostly the imperative form • Use concise and clear sentences • Use chronological order • **Refer to a specific direction** • **Indicate the approximate distance** • **Provide information about landmarks** along the way
Instructions	To explain how to complete a task/ prepare food, etc.	• Explain how to make/do something • Mention the materials needed • Provide a clear, correct and logical sequence of instructions • Use appropriate vocabulary,

Suggested duration of oral communication

(Note: the approximate time to read one A4 page in disjunctive orthography is about 3 minutes)

TEXTS	DURATION GRADES 7-9
Conversations	5 – 10 minutes for group/class
Dialogues	1-2 minutes for a pair
Directions and instructions	1 minute
Prepared reading	1 minute
Prepared speeches	1 minute
Relating events	Up to 2 minutes
Day-to-day oral communication, e.g. seeking assistance, apologising	1 – 2 minutes

Expressions used in conversation – Reference list

ASKING PERMISSION/REQUESTS • Can I…..? • May I….? • Would it be possible for me…..? • Is it all right if….? • Would it be ok if…? • Do you mind if I …? • Please let/permit/allow me to … • Would you agree to …?	**INTERRUPTING** • Excuse me, could I ...? • Sorry, do you think I could ...? • Excuse me, do you know ...? • I beg your pardon, could you help me? (formal)
OFFERING HELP • May I help you? • Can I help you? • Are you looking for something? • Would you like some help? • Do you need some help? • What can I do for you today?	**SEEKING ASSISTANCE** • Can I have help with…..? • Would you help me to…..? • I need help with … • Please assist me … (formal) • Please lend a hand with …
APOLOGISING • Sorry. • I'm sorry for…. • I regret…… • Please forgive me for … • I apologise for … • Pardon me. • Excuse me. • I beg your pardon.	**COMPLAINING** • I'm sorry to have to say this, but... • I'm sorry to bother you, but... • Maybe you forgot to... • I think you might have forgotten to... • Excuse me if I'm out of line, but... • There may have been a misunderstanding about... • Don't get me wrong, but ...
GIVING ADVICE • I don't think you should …….. • You ought to….. • You ought not to……... • If I were you, I'd ……. • If I were in your position, I'd … • If I were in your shoes, I'd …. • You had better …. • You shouldn't……. • Whatever you do, don't…….	**STATING A PREFERENCE** • Would you like to …? • I'd rather…… • Why don't we...? • Well, I'd prefer …….. What do you think? • What do you think we should do? • If it were up to me, I'd … • I think we should ….

GUESSING, INFERRING • I'd say he's about ready to ... • It might need some … • He could be ... • It looks like ... • Perhaps he needs some… • Maybe they want to ... • It's difficult to say, but I'd guess that … • I'm not really sure, but I think …	**GIVING IMPRECISE INFORMATION** • There are about … • There are approximately ... • There are a large number of … • ……. predicts up to … • It's kind of … • It's the type of … • They're the sort of … • It's difficult to say, but I'd guess … • I'm not really sure, but I think …
SAYING GOODBYE **Long trips, vacations, short outings** • Have a good trip. • Enjoy your vacation. • Have a good journey. • Enjoy your holidays. • Enjoy! • Have a good time **at** (destination place such as a restaurant) • Have a good time **in** (destination city) **GREETING AFTER A TRIP** • How was your vacation/holiday in…? • Did you enjoy your time in (destination) ? • How was your journey/flight/trip?	**EVALUATING YOURSELF** • This worked well/was effective because … • I did this well because … • It would have been better if I had ... • This could be improved by … • Progress is/is not evident because …

3.2 READING AND VIEWING

Reading/viewing combines two elements: 1) learning and applying strategies for decoding and understanding text 2) learning and applying knowledge of text features. Both aspects should be present in reading/viewing instruction of literary and non-literary texts.

Reading/viewing content is arranged in: 1) reading for comprehension and 2) extended independent reading.

Reading process

Reading instruction will usually involve working through elements of the reading process. This is a three-phase activity which models independent reading strategies for decoding and understanding text. Not every step of the process will be used on every occasion. For example, if learners are reading an unfamiliar text type or genre, they will need to do **a pre-reading** activity which alerts them to surface features of this text type, and helps them make associations with their own experience. **Reading** activities would help them analyse its structure and language features in more detail. **Post-reading** might involve learners in trying to reproduce the genre in a written text of their own.

Reading and viewing process

1. **Pre-reading** introduces learners to the text. It activates associations and previous knowledge.

- Skimming and scanning text features: titles, headings, subheadings, captions, visual elements and graphic information, e.g., layout, icons, illustrations, graphs, charts, diagrams, maps, key words, word searches, pictures etc.
- Predicting using the information gained from skimming and scanning
- Dealing with any key vocabulary that may be unfamiliar to the learners

2. **Reading** involves making meaning of the text and paying close attention to its language features

- Actively making sense of the text
- Deducing the meaning of unfamiliar words and images by using word attack skills and contextual clues
- Using comprehension strategies: making connections, monitoring comprehension, adjusting reading speed to text difficulty, re-reading where necessary, looking forward in the text for information that might help, asking and answering questions (from lower to higher order) , visualizing, inferring, reading for main ideas, attending to word choice and language structures, recognizing the text type by its structure and language features
- Making notes or summarising main ideas.

3. **Post-reading** enables the learners to view and respond to the text as a whole.

- Answering questions on the text from lower order to higher order;
- Comparing and contrasting;
- Drawing conclusions and expressing own opinion
- Reproducing the genre in writing of their own (where appropriate)

Examples of question types

Knowledge questions	*Who… ? What…? Where ?*
Comprehension questions	*Who is the father…?*
Application questions	*Can you make a sentence with this verb? Can you make similar sentence with this word?*
Analysis questions	*Is this similar to …? Is this different to …? Why does this character like …? True and False*
Evaluation questions	*Which of these do you prefer?*

Selecting a text-type or genre

Teachers should ensure that learners read a range of texts and genres during the year. There should be a balance between reading texts for comprehension, communication and enjoyment.

INTENSIVE READING

1.1 Intensive reading of shorter written texts for COMPREHENSION at a word level

Learners apply a variety of strategies to decoding texts. They build vocabulary through word-attack skills and exposure.

- Use dictionaries and other reference works to determine the meaning, spelling, pronunciation and parts of speech of unfamiliar words
- Identify the meaning of common prefixes (e.g., *bi-*, un- or re-) and common suffixes (e.g. - ful) .
- Determine the meaning of words and their connection to word families using knowledge of common roots, suffixes and prefixes
- Use textual context (e.g., in-sentence definitions) , cues (e.g., commas, quotes) and graphic cues (e.g. bold face) to determine the meaning of unfamiliar words
- Recognize and use common, idioms and proverbs, e.g. the Midas touch.
- Identify the origin and use of new words, e.g. street slang, borrowed words (e.g. *ubuntu, dorp, bunny chow*) .
- Distinguish between commonly confused words: homophones, homonyms, synonyms, e.g. *allusion/illusion; complement/compliment; imply/infer*
- Recognise some abbreviations
- Apply knowledge of grammar to decode meaning.

1.2 Intensive reading of shorter written texts for COMPREHENSION at sentence and paragraph level

Learners apply their grammatical knowledge to understand sentence construction and the organisation of texts. Text study at this level provides an opportunity for integrated teaching of language structures.

- Identify and use the meaning and functions of language structures and conventions in texts.

1.3 Intensive reading of shorter written texts for COMPREHENSION at a whole text level

Learners apply their knowledge of genre to understand the meaning, intention and effect of the whole text

- Relate the text to their own experience
- Draw conclusions; form own opinion

1.4 Intensive reading of shorter texts for SUMMARY AND NOTE TAKING.

Learners apply their understanding of text features to summarise text. See reading strategies above.

- Skim and scan for main ideas and theme
- List main ideas

1.5 Intensive reading of MULTIMODAL AND VISUAL TEXTS (Multimodal texts make use of visual and written material in a single text e.g. advertisements, cartoons. They can also combine this with spoken language and gesture.)

Learners apply their knowledge of images and visual elements to understand how these support writing in multimodal texts.

Identify and discuss the purpose and message of visual texts created for enjoyment and entertainment, e.g. film, cartoons, music videos, comic strips

READING OF LITERARY TEXTS/GENRES

Learners read to enjoy and appreciate literary texts/genres and they respond to questions of comprehension. They understand the basic features of different literary forms, e.g. that a poem has different characteristics from a short story.

EXTENDED INDEPENDENT READING/VIEWING

Learners practise the strategies modelled in intensive reading for pleasure. Teacher guidance on access and level is crucial to this part of the reading.

- Access libraries and know book storage conventions
- Read/view a variety of whole texts, e.g. books, magazines, newspapers, websites and films after class.

TEXTS USED FOR THE INTEGRATED TEACHING OF LANGUAGE SKILLS GRADES 7 - 9

In addition to literary texts for formal study, texts to be covered in grades 7 – 9 include written, visual and multimedia texts with different purposes. Some texts will be studied for their aesthetic qualities; some texts will be studied as examples and as models for writing

A range of literary texts to be read.	**Written texts for information**	**Multimedia/visual texts for information**
Recommended Genres	Dictionaries	Charts, maps
The following recommended literary genres as included in the National Literature Catalogue:	Encyclopaedias	Graphs, tables, pie charts
Short Novel	Schedules	Mind-maps, diagrams
Short stories/Folklore	Telephone directories	Posters
(Grades 7 – 1 story)	Textbooks	Flyers, pamphlets, brochures
(Grade 8 – 1 story)	Thesaurus	Signs and symbols
(Grade 9 – 2 stories)	Timetables	TV documentaries
Short Drama	TV guides	Web pages, internet sites, blogs
Poetry	**Written texts in the media**	Facebook and other social networks
(Grade 7 – 2 poems)	Magazine articles	Data projection
(Grade 8 – 2 poems)	Newspaper articles	Transparencies
(Grade 9 – 3 poems)	Editorials	**Multimedia/visual texts for aesthetic purposes**
Enrichment	Notices	Films
Films	Advertisements	Photographs
Selected TV series/documentaries	**Written forms of audio texts**	Illustrations
Radio dramas	Dialogues	**Multimedia/visual texts for enjoyment and entertainment**
Essays	Speeches	Films
Biographies	Songs	TV programmes
Autobiographies	**Written interpersonal and transactional texts**	Music videos
Folk tales	Letters	Cartoons, caricatures
Myths and legends	Diaries	Comic strips
	Invitations	Graffiti
	Emails	**Audio texts/Acoustic impulses**
	sms's, twitter	Radio programmes
	Notes	Readings of dramas or texts
	Reports	Readings of novels or short stories
	Written interpersonal texts in business	Recorded speeches
		A**dvertisements on radio, TV newspapers and magazines**

Length of written texts to be read for intensive reading/comprehension and summary

	GRADES	DISJUNCTIVE ORTHOGRAPHY	CONJUNCTIVE ORTHOGRAPHY
Text for reading aloud	7	200 – 250 words 5-6 sentences (1 par)	40 – 70 words
	8	250 – 300 words 5-8 sentences (2 par)	70 – 90 words
	9	300 – 350 words 5-10 sentences (3 par)	90 – 110 words
Comprehension	7	200 – 250 words	40 – 70 words
	8	250 – 300 words	70 – 90 words
	9	300 – 350 words	90 – 110 words
Summary	7	100 words	80 words
	8	120 words	100 words
	9	140 words	120 words

3.3 WRITING AND PRESENTING: PROCESS, CONTENT, STRATEGIES AND TEXTS

Writing and presenting combines three elements: 1) using the writing process 2) learning and applying knowledge of the structure and features of different text types 3) learning and applying knowledge of paragraph and sentence structure and punctuation

Writing process

Writing instruction will usually involve working through the writing process. However, not every step of the process will be used on every occasion. For example, if learners are writing a familiar text type, they will not need to analyse its structure and language features in so much detail. There may also be occasions when teachers need to focus on sentence structure or paragraph writing, or learners write texts without drafts in preparation for the examination.

Selecting a text-type

Teachers should ensure that learners write a range of texts during the year. There should be a balance between different types of texts and writing for different purposes: transactional texts, creative, personal/interpersonal, texts etc. Teachers should choose a text type and an appropriate topic to write about, for example, narrative/descriptive paragraph on the topic: “My favourite food.”

Steps in process writing

Pre-writing

- Expose learners to relevant vocabulary and similar text type.
- Brainstorm ideas for the topic

Planning

- Create a plan for the text using the structure and ideas discussed in the pre-writing stage

- Identify main ideas for example, by using a mind map
- Sequence ideas in a logical order so that they make sense

Drafting

- Write a rough first draft that takes into account purpose, audience, topic and text type
- Choose appropriate words.
- Organise ideas in a logical sequence so that a story makes sense
- Organise ideas and/or images
- Read drafts critically and get feedback from teacher

Revising, editing, proofreading and presenting

- Evaluate their own and others' writing for improvement using set criteria
- Refine word choice, sentence and paragraph structure
- Work on the sequencing and linking of paragraphs
- Use grammar, spelling and punctuation correctly
- Prepare the final draft including layout
- Present the text

Learners apply their knowledge of language structures and conventions to writing texts

Word choice

- Know and use a range of vocabulary
- Know what part of speech a word is and how to use it in a sentence
- Know whether a word is formal, informal, or slang (or offensive) and how to use it appropriately (or not at all)
- Spell words correctly
- Use monolingual and bilingual dictionaries and thesauruses to expand vocabulary
- Keep a personal dictionary or vocabulary book to expand vocabulary

Sentence construction

- Write simple and compound sentences
- Use conjunctions to join clauses in compound sentences: e.g. *and, but, or, so, then, yet*

Punctuation

- Know and be able to use the following punctuation marks appropriately and accurately: full stop, comma, colon, semi-colon, hyphen, dash, apostrophe, question mark, exclamation mark, brackets, quotation marks

Paragraph writing

- Write paragraphs that are logically sequenced

Register

- Use an appropriate register.

Text types – structure and language features

The tables below describe the range of text types that learners should be taught to write in Grades 7 - 9; other texts could also be included where appropriate.

Creative texts

TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
Narrative	To entertain	*Logical development of paragraph*	Written in the first or third person Written in the past or present tense Events described sequentially Could make use of dialogue
Descriptive	To describe something-	Description: e.g. What is happening in a picture	May be written in present tense Creates a picture in words Uses adjectives, adverbs

Longer and Shorter Transactional texts

TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
Diary entries	To record personal experience/plan ahead	Usually written in a special book (a diary or a journal) Entries written regularly (e.g. daily or weekly) Entries dated	Usually written in present/past/ future tense Informal in style but not offensive The writer is writing for him or herself
Friendly letter	To inform and maintain a relationship	Address, date and salutation Structure of message will vary depending on purpose (e.g. describing your family or house Closing, signature	Usually informal in style Language features will vary according to purpose of message
Dialogue	Communication	Introduction and conclusion Specific features of dialogue	Punctuation Direct speech Question words Present or Future tense

TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
Invitation cards	To invite someone to an event or to do something	May take the form of a personal letter or use an invitation card. Includes: Nature of the event Where it will take place Date and time May include dress code Name of invitee May include RSVP May have a visual, design element	Can be formal or informal in style Generally concise - brief and to the point
Postcard/Message/ Email	To inform and communicate	Salutation, address or email format	*Simple present/future tense/past tenses*

Texts for enrichment

TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
For enrichment: Filling in forms	Various e.g. to apply for a library card	Will vary according to the purpose e.g. Name, Address, Age, School	The person completing the form should be concise, accurate, formal, neat (writing should be legible)
Flyer	To persuade someone to buy something or use a service	Small size e.g. A5 paper Eye-catching headline Brief description of product List of benefits or offers Contact information e.g. website May have a visual, design element	Speaks directly to the reader Concise language Language used to create an Impact on the reader e.g. adverbs, adjectives
Advertisement	To persuade someone to buy something or use a service	Can take a variety of forms Usually have a visual, design element Use advertising techniques Use design to make the advertisement eye-catching and memorable	Impact on the reader e.g. adverbs, adjectives Use of punctuation
Giving instructions, directions and rules	To describe or instruct how something is done through a series of sequenced steps	Logical set of instructions to achieve a purpose.	Written in the imperative e.g. Turn right at the shop In chronological order e.g. *First …. next …..* Use of numbers and bullet points to signal order

Length of written texts to be produced

TEXTS	GRADES	DISJUNCTIVE ORTHOGRAPHY	CONJUNCTIVE ORTHOGRAPHY
Paragraphs: narrative and descriptive	7	70- 100 words	30 - 50 words
	8	90--120 words	50 - 70 words
	9	110- 140 words	70 - 90 words
Longer Transactional texts: Friendly letters/dialogue	7 - 9	70 - 90 words (content only)	50 - 70 words (content only)
Shorter transactional texts: Advertisements/Diary entries/ Postcards/Invitation cards/Filling in forms/Directions/Instructions/ Flyers/Posters/emails/message	7 - 9	40 – 60 words (content only)	30 – 40 words (content only)

3.4 LANGUAGE STRUCTURES AND CONVENTIONS – REFERENCE LIST

The following language structures will be taught in the context of reading and writing, and also as part of a systematic grammar programme. Some of the structures will have been introduced in earlier grades but may still need to be revised.

NB: The unique features of the language must be taken into consideration. As a result, only features applicable to a specific language should be given attention in the text below.

Nouns	Countable (e.g. *chair/chairs*) and uncountable (e.g. *furniture*) nouns Number (singular and plural) e.g. *chair/chairs* Nouns with no change in number in the singular form e.g. *scissors, trousers* Common (e.g. *woman*) and proper nouns (e.g. *Thandi*) Abstract nouns e.g. *love, fear, respect, honesty* Possessive forms of nouns e.g. *Lesego's desk, learners' desks children's toys* Collective nouns and classifiers e.g. *a swarm of bees, a bar of soap*
Determiners	Indefinite article*: **a** book, **an** apple* Definite article: ***the** book, **the** furniture, **the** apples* Demonstratives: *this, that, those, these (e.g. **That** book is mine.)* Quantity 1: *all, some, most, no, none (e.g. **Most** learners understood the lesson.)* Quantity 2: *both, either, neither (e.g. **Both** learners stood up.)* Quantity 3: *much, little, many, few, more, less, fewer (e.g. The school has **many** learners.)* Quantity 4: *some, any, another, other, each, every (e.g. **Each** learner received a book.)*
Pronouns	Personal pronouns as subject: *I, you, he, she, it, we, they (e.g. **She** is reading the book.)* Personal pronouns as direct or indirect object: *me, you, him, her, it, us, them (e.g. She gave **it** to **me**.)* Reflexive pronouns: *myself, yourself, himself, herself, ourselves, yourselves, themselves (e.g. He washed **himself** with soap.)* Relative pronouns: *which, who, that, whose, where (e.g. The man **who** is standing by the window is my teacher.)* Interrogative pronouns: *who, what, which, whose, whom (e.g. **Whose** book is this?)*

Adjectives	Position of adjectives e.g. *The **old** man* (before a noun) ; *The boy was **mischievous*** (after a verb) Adjectives ending in –ing e.g. *amazing, boring, exciting (e.g. The lesson was **boring**.)* Adjectives ending in –ed e.g. *amazed, bored, excited (e.g. The student was **bored**.)* Comparison of adjectives e.g. *happy, happier, happiest; intelligent, more intelligent, most intelligent (e.g. It was the **happiest** day of my life./She is the **most intelligent** student in the class.)*
Adverbs	Adverbs of manner e.g. *quietly, carefully, politely, softly, quickly* Adverbs of time e.g. *yesterday, tomorrow, last year, last week, the other day* Adverbs of frequency e.g. *always, usually, often, sometimes, never* Adverbs of probability e.g. *certainly, definitely, maybe, perhaps, possibly* Adverbs of duration e.g. *still, yet, any more* Adverbs of degree e.g. *completely, strongly, totally, quite, rather* Adverbial phrases e.g. *in the garden, on the table*
Prepositions	Place and direction *e.g. above, below, in, under, at, on, behind, between, beside* Adjective + preposition e.g. *afraid of, ashamed of, bored with, impatient with, rude to* Noun + preposition e.g. *invitation to, approach to, reason for, respect for, comment on*
Verbs	Transitive and intransitive verbs e.g. *He bought a pen./The girl laughed.* Verbs with two objects (direct and indirect) e.g. *He gave **me** **the book**.*
Verb tenses	Simple present tense e.g. *I **play** tennis every week./Snakes **are** reptiles.* Present progressive (or continuous) tense e.g. *She **is watching** television at the moment.* Present perfect tense e.g. *I **have lived** in Durban all my life.* Present perfect progressive (or continuous) tense e.g. *He **has been studying** hard the whole week.* Simple past tense e.g. *He **woke up** early and **got** out of bed.* Past progressive (or continuous) tense e.g. *The family **were sleeping**, when the fire broke out.* Past perfect e.g. *He went home because he **had forgotten** his keys.* Past perfect progressive (or continuous) e.g. *I **had been waiting** for two hours by the time he finally arrived.* Expressing future time: Will/shall + infinitive e.g. *Mrs Molefe **will teach** the Grade 10 class./I am sure **you will enjoy** the movie.* Going to + infinitive e.g. *They **are going to visit** her grandparents./I think it **is going to rain** tomorrow.* Simple present tense used to talk about the future *e.g. Tomorrow is a holiday.* Future progressive (or continuous) e.g. *I **will be working** the whole of next week.* Future perfect e.g. *By next week **I** **will have finished** the job.* Future perfect progressive (or continuous*) e.g. Next year I **will have been teaching** at this school for twenty years.*
Concord	Subject-verb agreement e.g. *He has just arrived./They have just arrived; I was going./They were going.*
Modals	To express ability/inability e.g. *I **can** speak German./I **can't** speak French./He is **able to** return to work./ He is **not able to** return to work.* To express permission e.g. ***May** I use the bathroom? **Could** I leave early? **Can** I ask a question? Yes, of course you **can**.* To express instructions/requests: ***Would** you open the window, please./**Could** you let me in.* To express possibility/impossibility e.g. *This **can** cause difficulty./You **can't** be serious./You **could** be right./He **couldn't** know.* To express probability/improbability e.g. *We **should** arrive in Jo'burg at 10 p.m./We **ought to** arrive in Jo'burg at 10 p.m./There **shouldn't** be any problem/There **ought not** to be any problem.* To express certainty e.g. *They **must** have forgotten*.

Conditional sentences	First conditional to express a real possibility e.g. *If it rains, we will cancel the trip*. Second conditional to express something that is unlikely or improbable e.g. *If I won the lottery, I would buy my mother a house with ten bedrooms.* Third conditional to express something that is hypothetical e.g. *If I had worked harder at school, I would have passed matric.*
Passive and active voice	Simple present tense e.g. *The gate **is locked** at 6 o'clock every night.* Present progressive (continuous) tense e.g. *The room **is being cleaned** at the moment*. Present perfect tense e.g. *A new supermarket **has been opened** this year*. Simple past tense e.g. *The library **was closed** for the holidays*. Past progressive (or continuous) e.g. They had to wait because the car was still being cleaned. Past perfect e.g. *He **had been poisoned** by his girlfriend*. Future time: e.g. *Next year the class will be taught by Mr Dube./Next year a new library **is going to be built.***
Reported speech	Reported questions e.g. *She asked me why I was so late./He asked me what kind of music I liked.* 'That' clauses: *She said that she didn't know./He told me that he had lost the book.*
Sentence structures	Statement Questions Command/imperative
Spelling	Spelling patterns, spelling rules and conventions, abbreviations, acronyms
Vocabulary development and figurative language	Synonyms, antonyms, one word for a phrase Figures of speech (simile, metaphor, personification, contrast, irony, sarcasm, anti-climax, pun) (Enrichment: *oxymoron, metonymy, onomatopoeia, hyperbole, symbol, euphemism, litotes, oxymoron, paradox, understatement, synecdoche*) Idiomatic expressions/idioms/proverbs Borrowed words
Punctuation	Hyphen, colon, semi-colon, apostrophe, quotation marks, parentheses, ellipses

3.5 SPREAD OF TEXTS TABLE

WEEKS	GRADE 7	GRADE 8	GRADE 9
TERM 1			
1 & 2	Information text e.g. dialogue	Information text e.g. dialogue	Dialogue
3 & 4	Song or poem	Rhyme, song, poem	Rhyme, poem/song
5 & 6	Information text: visual, e.g. calendar	Information text e.g. pictures	Information text – filling in a form
7 & 8	Information text: dialogue	Visual text, e.g. pictures, cartoon	Visual text - pictures
9 & 10	Reading text	Information text	Information text – dialogue/speech
TERM 2			
1 & 2	Information text: dialogue	Information text e.g. picture Short story/folklore	Instruction, e.g. giving direction
3 & 4	Information text, e.g. map	Information text e.g. schedule/ diary/ timetable	Information text, e.g. giving direction
5 & 6	Information text: visuals	Information text e.g. pictures	Information text – Weather report, map, poem, song
7 & 8	Poem or song	Information text e.g. games and dialogue	Information text – Weather report, map, poem, song
9 & 10	**SUMMATIVE ASSESSMENT**		
TERM 3			
1 & 2	Transactional text, e.g. letter	Vocabulary text	Comprehension and reading text
3 & 4	Visual text, e.g. picture	Instructional text, e.g. recipe dialogue	Visual text
5 & 6	Information text, e.g. dialogue	Information text e.g. radio/TV programme	Visual text
7 & 8	Information text, e.g. map Poem, short story, novel or drama	Information text e.g. dialogue	Information text, e.g. dialogue, pictures
9 & 10	Story, poems, songs, cartoon, drama and novel	Short story / poems / songs / short drama / short novel	Short story/songs/ drama/ novel/ poem
TERM 4			
1 & 2	Visual text	Vocabulary text	Visual text
3 & 4	Information text	poem / song / story	Information text, e.g. dialogue
5 & 6	Information text	Visual text, poem	Vocabulary text
7 & 8	Song, poem	Creative and transactional texts	Song, poem
9 & 10	**SUMMATIVE ASSESSMENT**		

3.6. TEACHING PLANS

This document suggests that each cycle will include one or more units focused on each of the skills: listening, speaking, reading, viewing, writing, presenting and language. Each cycle will provide activities for learners to study, read or view a series of oral, written and visual texts. In each cycle the activities would draw learners' attention to correct grammar and text types. Over a year, approximately 18 of these cycles would cover all aspects of the curriculum in 36 weeks. In addition, the level of difficulty in all areas would increase from term to term and year to year in the Senior Phase. Progression therefore also becomes part of the organizing of learning programmes. This structure gives learners and teachers the opportunity to build context, to consolidate vocabulary, and to become familiar with language structures over two weeks before moving on to other skills. At the same time it offers variety and can be tailored to the interests of a group. For example, "Clothes" is a common teaching theme, but could be followed by a cycle on weather.

Integrated language teaching: the teaching cycle

In practice, integration suggests variety: variety of forms, of activities, of texts and themes (see Suggested Themes – Reference List below) . When designing an integrated two-week cycle, the teacher may cluster activities around a topic e.g. Sport. The sequence of lessons in a two-week cycle can follow any order, e.g. a cycle might start with reading, and progress to role play (speaking) which is followed by writing. Any text can be used for the activities outlined below.

The teacher should choose a literary text for study. This may be poems, a short novel, a short story or a short drama (see "Texts used for integrated teaching of language skills.") The teacher may choose to teach any order for teaching texts. If the teacher chooses a longer continuous text such as short novel or short drama it is suggested that it is taught continuously so that learners do not forget details of the message. If a short novel or short drama is chosen, the teacher will need to divide the text into as many units as there is time available. Additional sections of the work will be read as homework or part of the extended reading.

This curriculum presents an explicit grammar focus. In practice language will take about an hour every two weeks, with half taught in context with writing and reading, and half taught explicitly. In addition to planned grammar teaching there will be remedial teaching or revision of language drawn from learners' writing errors.

SUGGESTED THEMES – REFERENCE LIST	
• Animals	• House
• Body	• Likes and dislikes
• Clothes	• Music
• Colours	• Nature/environment
• Days and Months	• Places
• Emotions	• School
• Family	• Sport
• Food	• Time
• Greetings	• Transport
• Hobbies	• Weather and seasons

Turning the Teaching Plan into teaching and learning activities

An example based on TEACHING PLAN Grade 7, Term 1, Weeks 1 and 2 (6 x 40 minute lessons) = 4 hours teaching

GRADE 7 TERM 1				
Weeks	**Listening & Speaking** **1 hour**	**Reading & Viewing** **1 hour**	**Writing & Presenting** **1 hour**	**Language structures and conventions** **1 hour (integrated and explicit)**
1 and 2	**Listening for specific information:** Teach features of listening for information Class listens to e.g. a recording of a dialogue on meeting and greeting **Informal speaking:** Class practise to meet and greet in pairs	**Reading for comprehension on a word and sentence level:** E.g. Dialogues between people greeting each other for the first time, asking who they are and how they are doing	**Creative:** Descriptive paragraph e.g. Write a descriptive paragraph Introduce process writing stages: • Planning • Drafting • Proofreading • Editing and rewriting • Presenting Write sentences practising how to introduce and describe someone to others – then make a descriptive paragraph using these sentences in a logical order.	A few simple adjectives Use of the simple present tense Vocabulary in context

Cycle theme: Meeting and greeting

Lesson 1: (Mainly listening and speaking)

- Introduction: Greet class and introduce yourself. Teach learners how to introduce themselves.
- Vocabulary relevant to the theme.
- Teach features of listening for information

Lesson 2: (Mainly listening and speaking)

- Listen various times to a dialogue of people greeting each other.
- Learners practise in pairs to meet and greet.

Lesson 3: (Mainly reading)

- View pictures, titles and headings of dialogues.
- Learners read silently, after which teacher repeats reading aloud, while learners try to understand dialogues.
- Teacher explains grammar and vocabulary
- Homework: Learners reread the dialogues and answer questions, e.g. true/false.

Lesson 4: (Mixed)

- Some integrated grammar features of the text
- Explain the writing process
- Learners read examples of descriptive paragraphs
- Homework: Learners practise writing simple sentences introducing and describing someone, using grammar as explained.

Lesson 5: (Mainly writing)

- Learners write the descriptive paragraph

Lesson 6: (Writing)

- Learners edit and rewrite the first draft of their paragraph

On the following pages Teaching Plans are provided for grades 7, 8 and 9. Please note that these are only EXAMPLES of how to organise the teaching of the Second Additional Language over the period of a year.

3.6.1 Grade 7

GRADE 7 TERM 1				
Weeks	**Listening & Speaking** **1 hour**	**Reading & Viewing** **1 hour**	**Writing & Presenting** **1 hour**	**Language structures and conventions** **1 hour (integrated and explicit)**
1 and 2	**Listening for specific information:** Teach features of listening for information Class listens to e.g. a recording of a dialogue on meeting and greeting **Informal speaking:** Class practise to meet and greet in pairs	**Reading for comprehension on a word and sentence level:** E.g. Dialogues between people greeting each other for the first time, asking who they are and how they are doing	**Creative:** Descriptive paragraph Introduce process writing stages: • Planning • Drafting • Proofreading • Editing and rewriting • Presenting Write a descriptive paragraph Write sentences practising how to introduce and describe one to others – then make a descriptive paragraph using these sentences in a logical order.	A few simple adjectives Use of the simple present tense Vocabulary in context
3 and 4	**Listen for appreciation:** Listen to a song/poem of the alphabet. Use this to spell certain words that they can record as part of a listening comprehension. **Formal Speaking:** E.g. Role play on meeting and greeting	**Literary text:** Read poem/song e.g. the same as used in listening for comprehension and appreciation	**Longer Transactional:** Introduce process writing stages: • Planning • Drafting • Proofreading • Editing and rewriting • Presenting Write a dialogue	Direct speech Interrogatives Punctuation Introduce new verb (s) Remedial grammar from learners' writing Vocabulary in context

Weeks	Listening & Speaking 1 hour	Reading & Viewing 1 hour	Writing & Presenting 1 hour	Language structures and conventions 1 hour (integrated and explicit)
5 and 6	**Listening for information and comprehension:** E.g. the days of the week, months of the year and numbers. Information to be filled in ~~on~~ a form e.g. a calendar, Days of the week, Months of the year **Informal Speaking and group work:** Groups ask each other questions and answers using e.g. a visual text such as a calendar	**Reading for comprehension at a word and sentence level:** Introduce features of visual text View and discuss various visual texts e.g. a picture, photograph E.g. View a school timetable and E.g. read a text on the theme "School"	**Creative text:** E.g. Make own timetable in target language/Fill in a form according to listening exercise	Nouns Verbs Telling Time Vocabulary in context
7 and 8	**Listening for comprehension** E.g. listen to a dialogue of learners expressing which subjects they like/ dislike **Formal speaking and presenting:** E.g. Learners introduce themselves and say which subjects they prefer	**Reading for comprehension:** E.g. Read a text of learners expressing their favourite subjects and E.g. Answer comprehension questions on the text.	**Creative:** E.g. Write sentences using the vocabulary in context. Write a dialogue about the subjects they prefer.	Verbs Adjectives Remedial grammar from learners' writing Vocabulary in context
9 and 10	**Listening for appreciation/specific information:** E.g. Listening comprehension on chosen theme **Informal Speaking and group work**: E.g. Saying **why** they like a certain subject or Prepared reading aloud of text on e.g. chosen theme	**Reading for comprehension:** E.g. Read a text on chosen theme	**Creative/Transactional:** E.g. Sentence writing/ Label pictures on the chosen theme and explain the preferred picture	Verbs, adjectives Simple conjunctions Reinforcement of grammar covered in first term. Remedial grammar from learners' writing Vocabulary: in context

FORMAL ASSESSMENT TASKS IN TERM 1		
Task 1	**Task 2**	**Task 3**
Oral: Listening comprehension/Prepared Speaking/ Prepared Reading aloud	**Writing:** Creative (Narrative/Descriptive) paragraph (s) / Transactional (Shorter or longer) text	**Test 1:** Comprehension and Language

GRADE 7 TERM 2				
Weeks	**Listening & Speaking** **1 hour**	**Reading & Viewing** **1 hour**	**Writing & Presenting** **1 hour**	**Language structures and conventions** **1 hour (integrated and explicit)**
1 and 2	**Listening for specific information** E.g. Listen to a dialogue of learners saying where they come from **Speaking for specific purposes/ Formal speaking and presenting (Prepared Reading aloud)** E.g. Prepared Reading aloud on the chosen theme	**Reading for comprehension on sentence level:** E.g. Read dialogues between people coming from different places/countries	**Shorter Transactional:** Process writing stages: • Planning • Drafting • Proofreading • Editing and rewriting • Presenting E.g. Learners write a narrative paragraph to tell where they come from	Prepositions Punctuation Basic Conjunctions Negatives Vocabulary in context
3 and 4	**Listening for specific information:** E.g. use visual text such as a map to listen to, ask and answer questions. **Formal speaking and presenting:** Discuss the features of prepared speech	**Reading for comprehension on word and sentence level:** E.g. Read a text in which nationalities of different people are evident.	**Short Transactional:** E.g. Writing for a specific purpose Process of writing a prepared speech. Process writing stages: • Planning • Drafting • Proofreading • Editing and rewriting • Presenting Prepared speech	Remedial grammar from learners' writing Adjectives Punctuation Basic Conjunctions Prepositions Negatives Vocabulary in context
5 and 6	**Listening for specific information:** Listening Comprehension **Informal speaking** Informal Speaking: E.g. classroom discussion-on interpretation of pictures-	**Intensive reading of Visual Texts:** View and interpret the features of e.g. a picture of the classroom	**Creative:** E.g. Draft a descriptive paragraph on a chosen picture, following the process writing approach – group activity	Imperative Present Tense New verbs Remedial grammar from learners' writing Vocabulary in context

Weeks	Listening & Speaking 1 hour	Reading & Viewing 1 hour	Writing & Presenting 1 hour	Language structures and conventions 1 hour (integrated and explicit)
7 and 8	**Listening for appreciation:** E.g. listen to a poem/song dedicated to a family **Informal speaking and group work:** E.g. Discuss their family	**Reading for comprehension:** Read a text based on a family or family relationships	**Shorter Transactional:** E.g. Write a descriptive paragraph about their family Process writing stages: • Planning • Drafting • Proofreading • Editing and rewriting • Presenting	Negative Articles Plurals Abbreviations Possessives Identify and reinforce the different language structures and conventions. Remedial grammar from learners' writing Vocabulary in context
9 and 10	**Mid-year examinations**			

FORMAL ASSESSMENT TASKS IN TERM 2		
Task 4	**Task 5**	**Task 6**
Oral: Listening comprehension/Prepared Speaking/ Prepared Reading aloud	**Literature:** Contextual questions	**Mid-year examinations:** Comprehension, language, literature and writing

GRADE 7 TERM 3				
Weeks	**Listening & Speaking** **1 hour**	**Reading & Viewing** **1 hour**	**Writing & Presenting** **1 hour**	**Language structures and conventions** **1 hour (integrated and explicit)**
1 and 2	**Listening for appreciation** E.g. Listen to sounds around a theme e.g. transport **Formal speaking and presenting** Prepared Reading aloud with focus on fluency, pronunciation and tone e.g. text on theme	**Intensive reading of text for comprehension on paragraph level** E.g. Read text on specific theme and answer comprehension questions And Example of a friendly letter or paragraph	**Longer Transactional:** Introduce and discuss the features of writing a friendly letter/note/email/ narrative/descriptive paragraph Write a friendly letter/note/email/ narrative/descriptive paragraph on e.g. Where I am going today Focus on process writing: • Planning • Drafting • Proofreading • Editing and rewriting • Presenting	Prepositions. Word order Articles Present Tense Salutation for friendly letter/note/email Vocabulary in context
3 and 4	**Listening for interaction:** E.g. Listen to text/questions related to visual stimulus (where is the dog?) **Informal Speaking and group work:** E.g. Responding to oral questions related to visual stimulus	**Reading for comprehension:** E.g. Viewing visual text on the theme for comprehension and answer questions.	**Longer Transactional: (continue)** Introduce and discuss the features of writing a friendly letter/note/email/ narrative/descriptive paragraph Write a friendly letter/note/email narrative/descriptive paragraph on e.g. Where I am going today Focus on process writing: • Planning • Drafting • Proofreading • Editing and rewriting • Presenting	Possessives Prepositions. Word order Articles Present Tense Salutation for friendly letter/note/email Vocabulary in context

Weeks	Listening & Speaking 1 hour	Reading & Viewing 1 hour	Writing & Presenting 1 hour	Language structures and conventions 1 hour (integrated and explicit)
5 and 6	**Listening for comprehension** E.g. listen to acoustic impulses And Listen to a dialogue on a new theme e.g. where I live **Informal Speaking and group work:** E.g. Use vocabulary of new theme, speak about the acoustic impulses and practise saying sentences	**Intensive reading of Visual Texts:** View picture on chosen theme – e.g. the city	**Creative:** Make sentences with new vocabulary And Write a descriptive paragraph on e.g. a picture based on theme Focus on process writing: • Planning • Drafting • Proofreading • Editing and rewriting • Presenting	Adjectives Interrogatives New verbs and nouns Spelling Remedial grammar from learners' writing Vocabulary in context
7 and 8	**Listening for information** E.g. Listen to identify different countries of the world/provinces in South Africa **Informal Speaking** Role play on theme e.g. different countries of the world/provinces in South Africa	**Reading for comprehension on paragraph level** E.g. Peer reading of descriptive paragraphs written in previous cycle (for enjoyment) or **Literary text** E.g. Reading for enjoyment e.g. poem/ short story/short drama/short novel	**Creative:** Label a map and write sentences using new vocabulary. Describe a place of interest in the map and how one may access it, for example, means of transport, landmarks and tourist attraction areas.	New verbs and nouns Numbers Spelling Plurals Prepositions Articles Remedial grammar from learners' writing Vocabulary in context
9 and 10	**Listening for appreciation** E.g. Listening to part of/complete story/ poems/songs/cartoon/short drama/short novel **Reading aloud** Work on e.g. pronunciation, intonation, pace, fluency and body language	**Literary text** E.g. Read story/poems/songs/cartoon/ short drama/short novel and respond to comprehension questions	**Creative:** E.g. Write captions for a picture story based on theme and language covered to reinforce grammar learned throughout the term.	Reinforcing all grammar done this term Vocabulary in context

FORMAL ASSESSMENT TASKS IN TERM 3		
Task 7	**Task 8**	**Task 9**
Oral: Listening comprehension/Prepared Speaking/ Prepared Reading aloud	**Writing:** Creative (Narrative/Descriptive) paragraph (s) / Transactional (Shorter or longer) text)	**Test 2:** Comprehension and language OR Literature: Contextual questions

GRADE 7 TERM 4				
Weeks	**Listening & Speaking** **1 hour**	**Reading & Viewing** **1 hour**	**Writing & Presenting** **1 hour**	**Language structures and conventions** **1 hour (integrated and explicit)**
1 and 2	**Listening for comprehension** Listen to a dialogue e.g. on a new theme – my body **Informal Speaking** Respond to questions after viewing and reading Visual Text	**Intensive reading of Visual Texts:** View and read pictures on the theme e.g. different body parts	**Creative:** Practise question and answer sentences on the selected theme. Label pictures used. **Longer Transactional:** Write a letter to your friend what you have learnt e.g. how to take care of my body Focus on process writing: • Planning • Drafting • Proofreading • Editing and rewriting • Presenting	Negative Adjectives and adverbs Possessives Spelling Plurals Vocabulary in context
3 and 4	**Listening for specific information** E.g. Listening comprehension on theme selected in previous cycle. **Formal Speaking and presenting**: E.g. Prepared speech written in this and previous cycle.	**Reading for comprehension** E.g. Reading of learners' written paragraphs Or E.g. A selected text on the theme	**Transactional:** Write e.g. a prepared speech on "My body"	Remedial grammar from learners' writing Negative Interrogatives Conjunctions Articles Adjectives and adverbs Possessives Spelling Plurals Vocabulary in context Remedial grammar from learners' writing

Weeks	Listening & Speaking 1 hour	Reading & Viewing 1 hour	Writing & Presenting 1 hour	Language structures and conventions 1 hour (integrated and explicit)
5 and 6	**Listening for specific information** E.g. Learners listen for new vocabulary by using a visual text - Introduce new theme e.g. colours **Informal Speaking** Practise saying questions and answers e.g. *What colour is the book?*	**Intensive reading of Visual Texts:** Learners view and read text e.g. a picture of different colours and dialogue on the same theme	**Creative:** E.g. Learners draw own pictures in different colours, label them and then practise writing sentences which describe the picture . And E.g. Write a descriptive paragraph to describe a multicoloured picture. Focus on process writing: • Planning • Drafting • Proofreading • Editing and rewriting • Presenting	Interrogatives Adjectives Spelling Plurals Present Tense Negatives Demonstratives Possessives Vocabulary in context Remedial grammar from learners' writing
7 and 8	**Listening for appreciation** E.g. Listen to a song/poem/descriptive paragraphs written by learners in previous cycle **Informal speaking** E.g. Reinforcement of the questions and sentences done orally	**Reading for comprehension** E.g. Text selected on theme with comprehension questions to be answered	**Examination preparation**. Reinforce the process of writing in different text types such as dialogues, descriptive/narrative paragraphs	Revise sentence constructions and language conventions learnt Remedial grammar from learners' writing **Vocabulary** in context
9 and 10	**End of year examinations**			

FORMAL ASSESSMENT TASKS IN TERM 4
Task 10
End of year examinations Paper 1: *Orals Paper 2: Language in context, Literature and Writing ***Oral:** Oral year mark from cumulative speaking, listening and reading. Final mark should include at least one prepared speaking task, one listening task and one prepared reading aloud.

3.6.2 Grade 8

GRADE 8 TERM 1				
Weeks	**Listening & Speaking** **1 hour**	**Reading & Viewing** **1 hour**	**Writing & Presenting** **1 hour**	**Language structures and conventions** **1 hour (integrated and explicit)**
1 and 2	**Listening for interaction and dialogue:** E.g. Listen to dialogue between two people **Informal speaking and group work:** Pupils identify questions and answers in the dialogue and then practice them in pairs	**Reading for comprehension:** Information e.g. read a dialogue between two people and answer some basic comprehension questions. Use dictionary to look up new words.	**Shorter transactional text:** Teach features of filling in forms. E.g. Fill in a form with information emanating from listening exercise. Update personal dictionary by writing in new nouns and verbs.	Sentence structure (Subject – verb - object) , Common communicative phrases. Questions words Express basic feelings. Use of the simple present tense Vocabulary from texts Personal pronouns Positive/negative Concord Spelling Punctuation Singular/plural Nouns and verbs Use of personal dictionary

Weeks	Listening & Speaking 1 hour	Reading & Viewing 1 hour	Writing & Presenting 1 hour	Language structures and conventions 1 hour (integrated and explicit)
3 and 4	**Listen for appreciation:** Listen to a rhyme/song/poem **Informal Speaking and group work:** E.g. Memorise rhyme/song and present it in groups or pairs. Pupils work on pronunciation, tone, rhythm, etc.	**Literary text 1:** E.g. Read rhyme (s) /poem (s) /song (s) for comprehension and appreciation Answer basic questions on the above text/s. Use bilingual dictionary to look up new words.	**Longer transactional text:** Revise features of the dialogue/ descriptive/narrative paragraph Write a dialogue/descriptive/narrative paragraph with given information e.g. Personal details of two characters. (could be assessed) Introduce process writing stages: • Planning • Drafting • Proofreading • Editing and rewriting • Presenting Update personal dictionary	Sentence structure (Subject – verb - object) , Common communicative phrases. Questions words Express basic feelings. Use of the simple present tense Vocabulary from texts dealt with Personal pronouns Positive/negative Concord Spelling Punctuation Singular/plural Remedial grammar from learners' writing/form filling. Use of personal dictionary
5 and 6	**Listening for information and interaction:** E.g. Learners listen to audio or teacher describing the feelings of different people. Pupils listen and try and match description with a set of pictures indicating different feelings (sad, happy, busy etc) . (could be assessed) **Informal Speaking and group work:** Learners use pictures to ask each other how someone is feeling. Learners respond with new vocabulary to practice expressing feelings/emotions.	**Reading for comprehension at a word and sentence level:** E.g. Read sentences related to feelings and emotions. Use bilingual dictionary to look up new words.	**Short transactional/Creative text:** E.g. learners complete a dialogue by filling in the missing parts. Focus on using language and new vocabulary covered, e.g. expressing emotions. Reinforce the features of a dialogue. Update personal dictionary.	Introduction of new vocabulary: eg emotions and feelings. Use of personal pronouns Spelling and punctuation Positive Negative Remedial grammar from learners' writing/dialogue/descriptive/narrative paragraph.

Weeks	Listening & Speaking 1 hour	Reading & Viewing 1 hour	Writing & Presenting 1 hour	Language structures and conventions 1 hour (integrated and explicit)
7 and 8	**Listening for appreciation:** Learners listen to a song/poem or rhyme based on a new theme. New vocabulary is introduced. **Informal speaking and group work:** Learners read new words aloud and practice with a partner. **Listening for specific information:** Learners listen to a passage for specific information e.g. They listen for words that show specific location. **Informal speaking and group work:** Learners respond to "where" questions based on listening to the passage.	**Intensive reading of Visual Texts:** Introduce features of visual text E.g. Picture/cartoon accompanied by written text. Answer comprehension questions on cartoon/picture. (could assess) Use bilingual dictionary to look up new words.	**Creative text:** Teach features of a descriptive or narrative paragraph. E.g. Learners write a paragraph based on a visual text. Process writing stages: • Planning • Drafting • Proofreading • Editing and rewriting • Presenting Write new words in sentences/match sentences to visual stimulus/write captions/label pictures/do a crossword/fill in personal dictionary. (could be assessed)	Punctuation Prepositions Spelling Question words Conjunctive Present tense positive and negative Vocabulary in context
9 and 10	**Listening for appreciation/specific information:** E.g. Listen to creative paragraphs in pairs and whole class. **Prepared Speaking and presenting**: E.g. learners read own paragraphs aloud. (could be assessed)	**Intensive reading for comprehension at paragraph level:** E.g. learners read each others' paragraphs/an additional text based on the theme chosen.	**Transactional:** E.g. Written exercise based on current theme requiring learners to use vocabulary and grammar covered during the term. Update personal dictionary.	Remedial grammar from learners' completion of written paragraphs and exercises. Revise grammar covered as well as vocabulary.

FORMAL ASSESSMENT TASKS IN TERM 1		
Task 1	**Task 2**	**Task 3**
Oral: Listening comprehension/Prepared Speaking/ Prepared Reading aloud	**Writing:** Creative (Narrative/Descriptive) paragraph (s) / Transactional (Shorter or longer) text	**Test 1:** Comprehension and language

GRADE 8 TERM 2				
Weeks	**Listening & Speaking** **1 hour**	**Reading & Viewing** **1 hour**	**Writing & Presenting** **1 hour**	**Language structures and conventions** **1 hour (integrated and explicit)**
1 and 2	**Listening for appreciation** E.g. Listen to simple short story/folktale **Informal speaking and group work:** Learners respond orally to picture story/questions related to the listening. Learners can also practice reading aloud.	**Literary text:** Reading of simple short story/folktale. Introduce basic features of short story/ folktale. • pre-reading • reading • post-reading Answer questions on story. (could be assessed) Extended reading (another short story for learners to read independently)	**Short Transactional:** Writing for a specific purpose. E.g. Retelling the story using pictures as stimulus. Process writing stages: • Planning • Drafting • Proofreading • Editing and rewriting • Presenting (could be assessed) Update personal dictionary.	Punctuation Imperative Basic Conjunctions Prepositions Present tense Positive Negatives Vocabulary in context Spelling Concord
3 and 4	**Listening for specific information:** Listen to new vocabulary and listen to text for specific information. E.g. A weekly schedule/diary of somebody – a school theme **Informal speaking and group work.** Learners respond orally to questions based on the listening passage and then questions relating to themselves.	**Intensive reading of visual and written text:** Learners read visual text eg. a timetable. They then answer questions. (could be assessed)	**Short transactional text:** Learners introduced to features of short transactional texts. Eg. Learners can write a diary/list containing activities planned for the coming week. Could use present or future tense. (could be assessed)	Remedial grammar from learners' writing/retelling Punctuation Imperative Question words Time words like when, what time, on what day etc. Present tense Future tense Vocabulary in context
5 and 6	**Listening for specific information:** Listening Comprehension (could be assessed) **Formal speaking and presenting:** Prepared speech. Learners talk about what they will do next week.	**Reading for comprehension on sentence and paragraph level:** Use visual stimulus/paragraph as reading exercise on new theme. Answer questions based on paragraph. (could be assessed)	**Transactional:** E.g. Written exercise based on current theme requiring learners to use new vocabulary and grammar covered – the school and future tense. (integrated grammar and writing) . (could be assessed) Update personal dictionaries.	Express likes and dislikes related to new theme. Remedial grammar from learners' writing diary/list Present/future tense New time related words Question words Vocabulary in context

Weeks	Listening & Speaking 1 hour	Reading & Viewing 1 hour	Writing & Presenting 1 hour	Language structures and conventions 1 hour (integrated and explicit)
7 and 8	**Listening for appreciation/specific information/interaction:** E.g. pupils listen to a song introducing new vocabulary/play game by listening to and carrying out instructions involving location phrases. **Informal speaking and group work:** Respond orally to questions related to visual stimulus. Pair work and whole class.	**Reading for comprehension:** E.g. Read dialogue based on current theme and new grammar concept. Answer comprehension questions. (could be assessed) . Use of bilingual dictionary to look up new words.	**Creative:** Learners write a descriptive paragraph based on visual text. E.g. photograph/ picture. Process writing stages: • Planning • Drafting • Proofreading • Editing and rewriting • Presenting. (could be assessed) Revision – writing of sentences incorporating new vocabulary and grammar. (integrated grammar and writing) .	Location phrases like between, inside, left, right, behind etc. Question words Plurals Punctuation Vocabulary in context
9 and 10	**Mid-year examinations**			

FORMAL ASSESSMENT TASKS IN TERM 2		
Task 4	**Task 5**	**Task 6:**
Oral: Listening comprehension/Formal prepared speaking/ Prepared Reading aloud	**Literature:** Contextual questions	**Mid-year examinations:** Comprehension, language, literature and writing

GRADE 8 TERM 3				
Weeks	**Listening & Speaking** **1 hour**	**Reading & Viewing** **1 hour**	**Writing & Presenting** **1 hour**	**Language structures and conventions** **1 hour (integrated and explicit)**
1 and 2	**Listening for appreciation:** Listen to new words and sounds related to a new theme e.g. food. **Informal speaking in groups:** Practice new words and use simple sentences to describe pictures related to new theme. Focus on pronunciation and tone.	**Intensive reading of text for comprehension on paragraph level** E.g. Read text on specific theme and answer comprehension questions. (could assess) Use bilingual dictionary.	**Longer Transactional:** Discuss features of a dialogue. Learners write a dialogue using new vocabulary and grammar. Focus on process writing: • Planning • Drafting • Proofreading • Editing and rewriting • Presenting (could assess) Update personal dictionary.	Infinitive Punctuation Expressing likes and dislikes. Spelling Commonly confused words Vocabulary in context
3 and 4	**Listening for appreciation:** E.g. Listen to dialogues being read by peers **Formal speaking and presenting:** E.g. Learners read dialogues aloud. (this activity could be assessed)	**Intensive reading for comprehension at sentence and paragraph level:** Reading of specific instructions related to new theme e.g. How to make a particular dish or drink.	**Short transactional text:** Introduce and discuss the features of writing a short transactional text for specific purposes. Write instructions e.g. For making your own favourite dish or drink. Focus on process writing: • Planning • Drafting • Proofreading • Editing and rewriting • Presenting (could assess)	Remedial grammar from learners' writing of dialogue. Firstly, secondly, lastly, after that, then, etc. Imperative Sequential commands Infinitive Punctuation Spelling Commonly confused words Correct use of concord. Vocabulary in context

Weeks	Listening & Speaking 1 hour	Reading & Viewing 1 hour	Writing & Presenting 1 hour	Language structures and conventions 1 hour (integrated and explicit)
5 and 6	**Listening for appreciation:** Learners listen to peer presentations. E.g. How to make favourite meal. **Formal speaking and presenting:** Learner presents prepared speech. E.g. giving instructions to complete a specific task. (can be assessed)	**Intensive reading of Visual Texts:** View audio visual text based on current theme. E.g. Cooking programme on TV. Answer questions after viewing.	**Short transactional text:** Label picture of e.g. a cooking scene. Write a shopping list for ingredients. Focus on process writing: • Planning • Drafting • Proofreading • Editing and rewriting • Presenting Update personal dictionaries.	Remedial grammar from learners' writing for specific purposes. Firstly, secondly, lastly, after that, then etc. Imperative Sequential commands Infinitive Punctuation Spelling Commonly confused words Correct use of concord. Vocabulary in context
7 and 8	**Listening for information/ appreciation:** Listen to dialogue. E.g. Customer and shopkeeper. **Informal speaking and group work.** Respond to questions related to listening.	**Reading for comprehension on paragraph level** E.g. Read descriptive paragraph on current theme and answer questions. (could assess comprehension)	**Transactional:** Fill in information based on listening to dialogue. E.g. Items bought by customer and prices. Write sentences/captions for a picture based on theme and language covered.	Forms of address Polite requests Prepositions Question words like where, do you have, how many, how much etc. New verbs and nouns Numbers Modals Abbreviations Spelling Plurals Vocabulary in context

Weeks	Listening & Speaking 1 hour	Reading & Viewing 1 hour	Writing & Presenting 1 hour	Language structures and conventions 1 hour (integrated and explicit)
9 and 10	**Listening for appreciation** E.g. Listening to part of/complete story/ poems/songs/short drama/short novel **Informal speaking and group work** E.g. Respond orally/make predictions about title/pictures. **Formal speaking and presenting:** Prepared reading aloud. E.g. Story/ poem/song etc.	**Literary text** E.g. Read story/poems/songs/ short drama/short novel and answer comprehension questions. (could assess)	**Creative:** E.g. Write captions for a picture story based on theme and language covered to reinforce grammar learned throughout the term. (could assess)	Remedial grammar from learners' writing. Reinforcing all grammar done this term. Vocabulary in context.

FORMAL ASSESSMENT TASKS IN TERM 3		
Task 7	**Task 8**	**Task 9**
Oral: Prepared reading aloud/listening comprehension/ prepared speaking	**Writing:** Creative (Narrative/Descriptive) paragraph (s) / Transactional (Shorter or longer) text	**Test 2:** Comprehension and language OR Literature: Contextual questions

GRADE 8 TERM 4				
Weeks	**Listening & Speaking** **1 hour**	**Reading & Viewing** **1 hour**	**Writing & Presenting** **1 hour**	**Language structures and conventions** **1 hour (integrated and explicit)**
1 and 2	**Listening for comprehension:** Introduce new vocabulary on theme through acoustic impulses. E.g. Sounds of different modes of transport. **Informal Speaking** Respond to questions after listening to acoustic impulses eg. Modes of transport.	**Intensive reading of Texts at word level:** View and read new words on theme. And **Intensive reading of Texts at sentence and paragraph level:** Read dialogue on the selected theme e.g someone wanting to get from A to B using a particular mode of transport. Answer comprehension questions on the dialogue.	**Short Transactional:** Practise writing new words into personal dictionaries/do a crossword/label pictures/write captions for pictures.	Forms of address Polite requests Imperatives Question words Conjunctives Quantity Spelling Plurals Abbreviations Adjectives and adverbs Present tense Future tense Times and days of the week. Modals Vocabulary in context
3 and 4	**Listening for appreciation:** Listening to poem/song/stroy based on theme. **Informal speaking and group work:** Learners learn and sing song or perform poem. Focus on pronunciation, rhythm, body language and gestures.	**Reading for comprehension:** **Literary text** Learners can read additional poems/text on selected theme. Answer comprehension questions on text. Look up new vocabulary in bilingual dictionary.	**Creative Text:** Learners write a creative text based on visual stimulus eg. Town scene. Focus on process writing: • Planning • Drafting • Proofreading • Editing and rewriting • Presenting	Punctuation Spelling Prepositions Present and future tense Positive and negative Location phrases Adjectives and adverbs Vocabulary in context

Weeks	Listening & Speaking 1 hour	Reading & Viewing 1 hour	Writing & Presenting 1 hour	Language structures and conventions 1 hour (integrated and explicit)
5 and 6	**Listening for appreciation:** Learners listen to creative pieces read by peers. **Formal speaking and presenting:** Learner read prepared creative texts or a poem.	**Intensive reading of Visual Texts:** Learners can view visual texts and match sentences to these visual texts.	**Creative text:** Learners write captions for a picture story. Focus on process writing: • Planning • Drafting • Proofreading • Editing and rewriting • Presenting	Remedial grammar from learners' creative writing. Do exercise on aspects of grammar covered. Interrogatives Adjectives Colours Polite requests Spelling Plurals Present Tense Negatives Demonstratives Possessives Vocabulary in context
7 and 8	**Listening for information/interaction:** Revision through discussion of topics covered in the year. **Informal speaking** Learners respond to questions based on work covered.	**Reading for comprehension** Selected text for revision of comprehension techniques. Revision of literary texts.	**Creative and transactional texts:** Revise and reinforce the process of writing different text types such as dialogues, descriptive/narrative paragraphs and short transactional texts.	Revision of language structures and conventions as well as vocabulary. Remedial grammar from learners' writing. Captions for picture story.
9 and 10	**End of year examinations**			

FORMAL ASSESSMENT TASKS IN TERM 4
Task 10
End of year examinations: Paper 1: *Orals Paper 2: Language in Context, Literature and Writing ***Orals:** Oral year mark from cumulative speaking, listening and reading. Final mark should include at least one prepared speaking task, one listening task and one prepared reading aloud task.

3.6.3 Grade 9

GRADE 9 TERM 1				
Weeks	**Listening & Speaking** **1 hour**	**Reading & Viewing** **1 hour**	**Writing & Presenting** **1 hour**	**Language structures and conventions** **1 hour (integrated and explicit)**
1 and 2	**Listening for interaction and dialogue:** Pair and whole class: Introduce a class-mate using the information provided: e.g. Nationality Name Age Grade Origin **Formal speaking and presenting:** Prepared reading aloud	**Reading for comprehension:** Information e.g. a description about someone/a picture of someone	**Creative text/Longer transactional text:** Paragraph/dialogue e.g. Write a descriptive paragraph/ dialogue Giving information in a logical order Process writing stages: • Planning • Drafting • Proofreading • Editing and rewriting • Presenting	Sentence structure (Subject – verb - object) , Use of the simple present tense Vocabulary from texts dealt with
3 and 4	**Listen for appreciation** **Informal Speaking and group work:** E.g. Memorise rhyme/song and present it in groups	**Literary text :** E.g. Read rhyme (s) /poem (s) /song (s) for comprehension and appreciation Discuss text	**Creative text:** Write a narrative paragraph Introduce process writing stages: • Planning • Drafting • Proofreading • Editing and rewriting • Presenting	Introduce new verbs Remedial grammar from learners' writing Vocabulary in context

Weeks	Listening & Speaking 1 hour	Reading & Viewing 1 hour	Writing & Presenting 1 hour	Language structures and conventions 1 hour (integrated and explicit)
5 and 6	**Listening for information and comprehension:** **Informal Speaking and group work:** Teach features of listening for information E.g. information to be filled in on a form: Number of bedrooms Garden Kitchen Bathroom	**Reading for comprehension at a word and sentence level:** E.g. Start a new theme: Read a text on "My home"	**Short transactional/Creative text:** E.g. Fill in a form according to listening exercise E.g. Write a narrative paragraph of learners' own home Process writing stages: • Planning • Drafting • Proofreading • Editing and rewriting • Presenting	Nouns Verbs Vocabulary in context
7 and 8	**Listening for interaction** **and information** **Speaking for specific purposes/ Informal speaking** E.g. Picture of a home as used in reading: Asking questions about picture and responding to the questions	**Intensive reading of Visual Texts:** Introduce features of visual text E.g. Picture of a home with text	**Short transactional:** E.g. Teach features of a dialogue/ prepared speech Write a dialogue/prepared speech Process writing stages: • Planning • Drafting • Proofreading • Editing and rewriting • Presenting	Punctuation Prepositions Interrogatives Direct speech Remedial grammar from learners' writing Vocabulary in context

Weeks	Listening & Speaking 1 hour	Reading & Viewing 1 hour	Writing & Presenting 1 hour	Language structures and conventions 1 hour (integrated and explicit)
9 and 10	**Listening for appreciation/specific information:** E.g. Listening comprehension **Prepared Speaking and presenting**: E.g. Dialogue or Prepared speech	**Reading for comprehension:** E.g. Read a paragraph View and discuss various visual texts e.g. a picture, photograph	**Creative/Transactional:** E.g. Sentence writing/ Label pictures	Verbs, adjectives and nouns - revision integrated with reading and writing Translation of sentences to assess grammar taught Explain meaning of verbs, adjectives and nouns in use Reinforcement of grammar covered in first term. Remedial grammar from learners' writing Vocabulary: in context

FORMAL ASSESSMENT TASKS IN TERM 1		
Task 1	**Task 2**	**Task 3**
Oral: Listening comprehension/Prepared Speaking/ Prepared Reading aloud	**Writing:** Creative (Narrative/Descriptive) paragraph (s) / Transactional (Shorter or longer) text	**Test 1:** Comprehension and language

GRADE 9 TERM 2				
Weeks	**Listening & Speaking** **1 hour**	**Reading & Viewing** **1 hour**	**Writing & Presenting** **1 hour**	**Language structures and conventions** **1 hour (integrated and explicit)**
1 and 2	**Listening for specific information** E.g. Listen to instructions/directions given **Speaking for specific purposes/ Formal speaking and presenting (Prepared Reading aloud)** E.g. Give instructions or directions (how to get from A to B) in groups/individual or Prepared Reading aloud - examples of instructions or directions	**Reading for comprehension on sentence level:** Read examples of instructions or directions	**Shorter Transactional:** Process writing stages: • Planning • Drafting • Proofreading • Editing and rewriting • Presenting E.g. Write directions or instructions	Punctuation Imperative Basic Conjunctions Logical connectors that signal cause (*e.g. because, so, therefore*) and time (*e.g. then, next, after*) Prepositions (revision) Negatives Vocabulary in context
3 and 4	**Listening for specific information:** E.g. Listening to directions/instructions for listening comprehension/to the prepared speeches **Formal speaking and presenting:** Discuss the features of prepared speech Prepared speech E.g. giving directions/making something (instructions)	**Reading for comprehension on word and sentence level:** Read to identify and discuss the use of e.g. imperative, prepositions introduced	**Short Transactional:** E.g. Writing for a specific purpose Process of writing a prepared speech. Process writing stages: • Planning • Drafting • Proofreading • Editing and rewriting • Presenting Prepared speech (for enrichment)	Remedial grammar from learners' writing Punctuation Imperative Basic Conjunctions Logical connectors that signal cause (*e.g. because, so, therefore*) and time (*e.g. then, next, after*) Prepositions (revision) Negatives Vocabulary in context
5 and 6	**listening for specific information:** Listening Comprehension **Informal speaking** Informal Speaking: E.g. weather	**Reading for comprehension on sentence and paragraph level:** Read and interpret the features of e.g. cartoons, weather map/weather report/ poem/song	**Transactional:** E.g. label a weather report/weather symbols/pictures	Phrase and sentence structures and conventions Present/future tense New verbs Idioms Remedial grammar from learners' writing Vocabulary in context

Weeks	Listening & Speaking 1 hour	Reading & Viewing 1 hour	Writing & Presenting 1 hour	Language structures and conventions 1 hour (integrated and explicit)
7 and 8	**Formal speaking and presenting:** E.g. Role play/report on the weather **Listening for appreciation:** E.g listen to the weather report/role play	**Reading for comprehension:** Peer reading of weather reports/ dialogues	**Transactional:** E.g. Write weather report/dialogue Process writing stages: • Planning • Drafting • Proofreading • Editing and rewriting • Presenting .	Identify and reinforce the different language structures and conventions. Plurals Abbreviations Remedial grammar from learners' writing Vocabulary in context
9 and 10	**Mid-year examinations**			

FORMAL ASSESSMENT TASKS IN TERM 2		
Task 4	**Task 5**	**Task 6**
Oral: Listening comprehension/Formal prepared speaking/ Prepared Reading aloud	**Literature:** Contextual questions	**Mid-year examinations:** Comprehension, language, literature and writing

GRADE 9 TERM 3				
Weeks	**Listening & Speaking** **1 hour**	**Reading & Viewing** **1 hour**	**Writing & Presenting** **1 hour**	**Language structures and conventions** **1 hour (integrated and explicit)**
1 and 2	**Listening for appreciation** E.g. Listen to sounds around a theme e.g. farm **Formal speaking and presenting** Prepared Reading aloud with focus on fluency, pronunciation and tone e.g. text on theme	**Intensive reading of text for comprehension on paragraph level** E.g. Read text on specific theme and answer comprehension questions	**Longer Transactional:** Introduce and discuss the features of writing a friendly letter/narrative/ descriptive paragraph Write a friendly letter/narrative/ descriptive paragraph on e.g. my visit to the farm Focus on process writing: • Planning • Drafting • Proofreading • Editing and rewriting • Presenting	Prepositions. Word order Possessives Adjectives and adverbs Comparisons Punctuation Concord Agreement of verb and subject/adjective Present/past future/tense Salutation for friendly letter Vocabulary in context
3 and 4	**Listening for interaction:** E.g. Listen to questions related to visual stimulus (picture of farm) **Informal Speaking and group work:** E.g. Responding to oral questions related to visual stimulus	**Reading for comprehension:** Reading of literary text for information and comprehension Or Example of a friendly letter or paragraph	**Longer Transactional: (continue)** Introduce and discuss the features of writing a friendly letter/narrative/ descriptive paragraph Write a friendly letter/narrative/ descriptive paragraph on e.g. my visit to the farm Focus on process writing: • Planning • Drafting • Proofreading • Editing and rewriting • Presenting	Prepositions. Word order Possessives Adjectives and adverbs Comparisons Punctuation Concord Agreement of verb and subject/adjective Present/past future/tense Vocabulary in context

Weeks	Listening & Speaking 1 hour	Reading & Viewing 1 hour	Writing & Presenting 1 hour	Language structures and conventions 1 hour (integrated and explicit)
5 and 6	**Listening for comprehension** E.g. listen to acoustic impulses And Listen to a dialogue on a new theme e.g. garage or shop **Informal Speaking and group work:** E.g. Use vocabulary of new theme, speak about the acoustic impulses and practise saying sentences	**Intensive reading of Visual Texts:** View picture on chosen theme – e.g. the garage	**Creative:** Label picture of e.g. the garage Or **Transactional:** Filling in missing information based on listening dialogue And Write a descriptive paragraph on e.g. a picture based on theme Focus on process writing: • Planning • Drafting • Proofreading • Editing and rewriting • Presenting	Remedial grammar from learners' writing Polite requests Revision of imperative Interrogatives New verbs and nouns Modals Spelling Vocabulary in context
7 and 8	**Listening for appreciation** Listen to role play of learners **Formal Speaking and presenting** role play on theme e.g. the garage	**Reading for comprehension on paragraph level** E.g. Peer reading of descriptive paragraphs written in previous cycle (for enjoyment) or **Literary text** E.g. Reading for enjoyment e.g. poem/ short story/short drama/short novel	**Creative:** Write sentences/captions for a picture based on theme and language covered.	Remedial grammar from learners' writing Polite requests Revision of imperative Interrogatives New verbs and nouns Numbers Modals Abbreviations Spelling Plurals Vocabulary in context

Weeks	Listening & Speaking 1 hour	Reading & Viewing 1 hour	Writing & Presenting 1 hour	Language structures and conventions 1 hour (integrated and explicit)
9 and 10	**Listening for appreciation** E.g. Listening to part of/complete story/ poems/songs/short drama/short novel **Informal speaking and group work** E.g. Respond orally/make predictions to title/pictures And **Reading aloud** Work on e.g. pronunciation and fluency	**Literary text** E.g. Read story/poems/songs/short drama/short novel and respond to comprehension questions	**Creative:** E.g. Write captions for a picture story based on theme and language covered to reinforce grammar learned throughout the term.	Reinforcing all grammar done this term Vocabulary in context

FORMAL ASSESSMENT TASKS IN TERM 3		
Task 7	**Task 8**	**Task 9**
Oral: Prepared reading aloud/listening comprehension/ prepared speaking	**Writing:** Creative (Narrative/Descriptive) paragraph (s) / Transactional (Shorter or longer) text	**Test 2:** Comprehension and language OR Literature: Contextual questions

GRADE 9 TERM 4				
Weeks	**Listening & Speaking** **1 hour**	**Reading & Viewing** **1 hour**	**Writing & Presenting** **1 hour**	**Language structures and conventions** **1 hour (integrated and explicit)**
1 and 2	**Listening for comprehension** Listen to a dialogue e.g. on a new theme – someone orders food in a restaurant **Informal Speaking** Respond to questions after viewing and reading Visual Text	**Intensive reading of Visual Texts:** View and read pictures/a menu on the theme e.g. different food types And Read dialogue (s) on the selected theme e.g. a restaurant scene or buying food. Answer comprehension questions on the dialogue.	**Creative:** Practise question and answer sentences on the selected theme. Label pictures used. **Transactional:** Write a dialogue on e.g. a restaurant scene Focus on process writing: • Planning • Drafting • Proofreading • Editing and rewriting • Presenting	Negative Interrogatives Polite requests Likes and dislikes Conjunctions Forms of address Articles Modals Expressions of Quantity Adjectives and adverbs Possessives Demonstratives Spelling Plurals Abbreviations Vocabulary in context

Weeks	Listening & Speaking 1 hour	Reading & Viewing 1 hour	Writing & Presenting 1 hour	Language structures and conventions 1 hour (integrated and explicit)
3 and 4	**Listening for specific information** E.g. Listening comprehension on theme selected in previous cycle. **Formal Speaking and presenting**: E.g. Dialogues/role play as written in this and previous cycle.	**Reading for comprehension** E.g. Reading of learners' written dialogues Or E.g. A selected text on the theme	**Transactional:** Write e.g. dialogue for three in a restaurant – waiter and two customers	Remedial grammar from learners' writing Negative Interrogatives Polite requests Likes and dislikes Conjunctions Forms of address Articles Modals Expressions of Quantity Adjectives and adverbs Possessives Demonstratives Spelling Plurals Abbreviations Vocabulary in context

Weeks	Listening & Speaking 1 hour	Reading & Viewing 1 hour	Writing & Presenting 1 hour	Language structures and conventions 1 hour (integrated and explicit)
5 and 6	**Listening for specific information** E.g. Learners listen for new vocabulary by using a visual text - Introduce new theme e.g. clothes **Informal Speaking** Practise saying questions and answers e.g. *What is she wearing? How much does this dress cost?*	**Intensive reading of Visual Texts:** Learners view and read text e.g. a picture of different people wearing different types of clothing. They can e.g. match text to the pictures.	**Creative:** E.g. Label pictures; Practise writing descriptive sentences. Practise writing questions and answers e.g. *What is she wearing? How much does this dress cost?* And E.g. Write a descriptive paragraph to describe what someone is wearing or buying Focus on process writing: • Planning • Drafting • Proofreading • Editing and rewriting • Presenting	Interrogatives Adjectives Colours Polite requests Spelling Plurals Present Tense Negatives Demonstratives Possessives Vocabulary in context
7 and 8	**Listening for appreciation** E.g. Listen to a song/poem/descriptive paragraphs written by learners in previous cycle **Informal speaking** E.g. Reinforcement of the questions and sentences done orally this term	**Reading for comprehension** E.g. Text selected on theme with comprehension questions to be answered	**Examination preparation**. Reinforce the process of writing different text types such as dialogues, descriptive/ narrative paragraphs	Revise sentence constructions and language conventions learnt Remedial grammar from learners' writing **Vocabulary** in context
9 and 10	**End of year examinations**			

FORMAL ASSESSMENT TASKS IN TERM 4
Task 10
End of year examinations: Paper 1: *Orals Paper 2: Language in Context, Literature and Writing ***Orals:** Oral year mark from cumulative speaking, listening and reading. Final mark should include at least one prepared speaking task, one listening task and one prepared reading aloud.

SECTION 4: ASSESSMENT IN SECOND ADDITIONAL LANGUAGE

4.1 INTRODUCTION

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching.

Assessment should be both informal (Assessment for Learning) and formal (Assessment of Learning) . In both cases regular feedback should be provided to learners to enhance the learning experience.

The assessment of language skills should be integrated. The assessment of a comprehension passage should be linked with language use. The assessment of writing should incorporate topics about things that happen in real life situations.

4.2 INFORMAL OR DAILY ASSESSMENT

Assessment for learning has the purpose of continuously collecting information on a learner's achievement that can be used to improve their learning.

Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching, but need not be recorded. It should not be seen as separate from learning activities taking place in the classroom. Learners or teachers can mark these assessment tasks.

Self assessment and peer assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. The results of daily assessment tasks are not taken into account for promotion and certification purposes.

4.3 FORMAL ASSESSMENT

All assessment tasks that make up a formal programme of assessment for the year are regarded as Formal Assessment. Formal assessment tasks are marked and formally recorded by the teacher for progression and certification purposes. All Formal Assessment tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained.

Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject. Examples of formal assessments include tests, examinations, writing tasks, oral presentations, demonstrations, performances, etc. While preparations for *formal assessment tasks* could be done outside the classroom, the final version should be done under controlled conditions, in the classroom.

Formal assessment tasks form part of a year-long formal Programme of Assessment in each grade and subject.

The following tables provide the formal assessment requirements for Second Additional Languages:

Table 1: Grades 7 - 9

FORMAL ASSESSMENT		
DURING THE YEAR	**END-OF-YEAR EXAMINATION**	
40%	**60%**	
School Based Assessment (SBA) –	**End-of-Year Exam Papers**	
40%	**35%**	**25%**
• 2 tests • 6 tasks • 1 examination (mid-year)	**Written examinations** Language in context, writing and literature (1½ hours)	**Oral Assessment Tasks:** Listening Prepared speaking Prepared reading aloud The oral tasks undertaken during the course of the year constitute the end-of-year internal assessment.

The forms of assessment used should be age and developmental level appropriate. The design of these tasks should cover the content of the subject and include a variety of tasks designed to achieve the objectives of the subject.

Formal assessments must cater for a range of cognitive levels and abilities of learners as shown below:

Table 2

COGNITIVE LEVELS	ACTIVITY	PERCENTAGE OF TASK
Literal **(Level 1)** **Reorganisation** **(Level 2)**	Questions that deal with information explicitly stated in the text. • Name the things/people/places/ • Identify the persons • List the facts/names • Describe the place/person/ • Who was the person ……? • What did the person …..? • Why did the person ……? • When did it happen …..? • Where did it happen ……? Questions that require organization of information explicitly stated in the text. • List two main points/ideas • Identify the person/persons …… • Explain what happened ……. • Describe the situation/environment/people …..	**Levels 1 and 2: 80%**
Evaluation **(Level 3)**	These questions deal with judgements concerning value and worth. These include judgements regarding reality, credibility, facts and opinions, validity, logic and reasoning, and issues such as the desirability and acceptability of decisions and actions in terms of moral values. • Do you agree with the character's behavior/statement? • Is the character's attitude/behaviour/action acceptable to you? Give a reason for your answer. • Criticise the character's behaviour. • Select words that describe the person's character the best …	**Level 3: 20%**

4.4 PROGRAMME OF ASSESSMENT

The Programme of Assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term

4.4.1 Overview of requirements

The following tables provide an overview of the Programme of Assessment requirements for each term for Second Additional Languages:

Table 4.1: Grades 7 - 9

<table>
<tr><th colspan="5">PROGRAMME OF ASSESSMENT</th></tr>
<tr><th>GRADES</th><th colspan="3">SBA PER TERM</th><th>END OF THE YEAR EXAMS</th></tr>
<tr><td rowspan="2">7 - 9</td><td>Term 1:
1 Written Test
+
2 Tasks</td><td>Term 2:
2 Tasks
+
1 Mid-year examination</td><td>Term 3:
1 Written Test
+
2 Tasks</td><td>Term 4:
1 Internal end-of- year examination</td></tr>
<tr><td>Grades</td><td colspan="3">The structure of Examination papers</td></tr>
<tr><td>7 - 9</td><td></td><td>1 Paper
Language in context - comprehension, language, literature and writing</td><td></td><td>1 Internal end-of-year examination comprising
2 Papers:
Paper 1: Orals
Paper 2: Language in context - comprehension, language, literature and writing</td></tr>
<tr><td colspan="5">Grades 7-9
Term Mark (Terms 1 – 3) :
• Each term, add raw marks and totals and convert to % for term mark.
Promotion Mark:
• Add raw marks and totals for SBA tasks from term 1 to term 3 and convert to 40%,
• Convert Oral mark (Paper 1) to 25%
• Convert Paper 2 to 35%</td></tr>
</table>

Table 4.2: Grades 7-9

PROGRAMME OF ASSESSMENT		
Formal assessment tasks in Term 1		
Task 1	**Task 2**	**Task 3**
Oral: Listening comprehension/ Prepared Speaking/Prepared Reading aloud	**Writing:** Creative (Narrative/ Descriptive) paragraph (s) / Transactional (Shorter or longer) text	**Test 1:** Comprehension and language
Formal assessment tasks in Term 2		
Task 4	**Task 5**	**Task 6**
Oral: Listening comprehension/ Prepared Speaking/Prepared Reading aloud	**Literature:** Contextual questions	**Mid-year examinations:** Language in context – comprehension, language, literature and writing
Formal assessment tasks in Term 3		
Task 7	**Task 8**	**Task 9:**
Oral: Listening comprehension/ Prepared Speaking/Prepared Reading aloud	**Writing:** Creative (Narrative/ Descriptive) paragraph (s) / Transactional (Shorter or longer) text	**Test 2:** Comprehension and language OR Literature: Contextual questions
Formal assessment tasks in Term 4		
Task 10		
End of year examinations: Paper 1: *Orals Paper 2: Language in context - comprehension, language, literature and writing		

***Orals**: Learners should do one prepared speaking task, one listening task, and one prepared reading aloud task during the year.

Note:

A test in the Programme of Assessment should not be made up of several smaller tests. Each test should cover a substantial amount of content and should be set for 30 – 60 minutes each and reflect the different cognitive levels as set out for the examination paper.

4.4.2 Examinations: Grades 7 – 9

Format of Examination Paper 1

PAPER	SECTION	TIME
1. Language in context, literature and writing.	A: Comprehension (A range of texts can be used including visual and or graphic texts)	Grades 7 - 9 1½ hours
	B: Language • Language structures and conventions (words and sentences) should be assessed in context using a variety of texts. .	
	C. Literature Any one of the following: Poetry/short stories/short novel/short drama (Contextual questions)	
	D Writing Creative (Narrative/Descriptive) paragraph (s) /Transactional (Shorter or longer) text	

Content to be covered

Assessment addresses the content as set out in this document. Due to the conceptual progression of the content across the grades, content and skills from Grades 7 –9 will be assessed in the papers at the end of each year.

Oral Assessment Task: Paper 2

The oral assessment tasks undertaken during the course of the year constitute the end-of-year internal assessment. The details for the oral tasks, which are administered during the year, are as follows:

PAPER 2	DETAILS
Orals	*Orals will be internally set, internally assessed and internally moderated. • **Reading** **Prepared reading aloud** **Assess:** *Understanding of text, conveying meaning, use of voice, correct pronunciation* • **Speaking:** ***Prepared speaking*** ***Assess:** Planning and organisation of content, tone, speaking, and presentation skills, audio-visual aids, correct language* • **Listening** ***Listening Comprehension*** ***Assess**: Listen for comprehension and information*

***Orals:** Oral year mark from cumulative speaking, listening and reading. Final mark should include at least one prepared speaking task, one listening task and one prepared reading aloud task.

The tasks that are used for formal assessment are recorded and are used to determine whether a learner should progress or be promoted to the next grade.

The teacher must plan and submit the annual formal Programme of Assessment to the School Management Team (SMT) before the start of the school year. This will be used to draw up a school assessment plan in each grade. The school assessment plan should be provided to learners and parents in the first week of the first term.

4.5 RECORDING AND REPORTING

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge as prescribed in the Curriculum and Assessment Policy Statements. Records of learner performance should provide evidence of the learner's conceptual progression within a grade and her/his readiness to progress or being promoted to the next grade. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process.

Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc. Teachers in all grades report in percentages against the subject. The various achievement levels and their corresponding percentage bands are as shown in the Table below.

CODES AND PERCENTAGES FOR RECORDING AND REPORTING

RATING CODE	DESCRIPTION OF COMPETENCE	PERCENTAGE
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 - 29

Teachers will record actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

4.6 MODERATION OF ASSESSMENT

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be implemented at school, district, provincial and national levels. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments.

4.6.1 Formal Assessment

- Grades 7 and 8 tests and examination are internally moderated. The subject advisor/appointed provincial/ district official must moderate a sample of these tasks during his/her school visits to verify the standard of tasks and the internal moderation.
- Grade 9 tests and examinations must be moderated at district and provincial level. This process will be managed by the provincial education department.
- Subject advisor/appointed provincial/district official must moderate samples of tests and examination papers before they are written by learners to verify standards and guide teachers on the setting of these tasks.

4.6.2 Oral Assessment Tasks

- **Grade 7 - 9**: Each oral task which is to be used as part of the Programme of Assessment should be submitted to the head of department or subject head for moderation before learners attempt the task. Teachers should then assess the oral assessment tasks.
- The subject advisor or an assigned provincial moderator must moderate a sample of oral assessment tasks during his/her school visits to verify the standard of tasks and the internal moderation.
- A moderator delegated by the department of basic education must moderate a sample of oral assessment tasks for grade 9.

4.7 GENERAL

This document should be read in conjunction with:

4.7.1 The *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement, Grades R – 12*; and

4.7.2 The *National Protocol for Assessment Grades R – 12.*

GLOSSARY

Active listening – when a person tries to put themselves in the place of the speaker and listens seriously to what he or she has to say.

acronym -a pronounceable word formed from the first letter or letters in phrase or name, e.g. ANA (Annual National Assessment) , SONA (State of the Nation Address) , SASA (South Africa's Schools Act)

additional language - (also see **home language) -** a language learned in addition to one's home language

additive multilingualism - when a person learns a language (or languages) in addition to his or her home language. This language does not replace the home language but is learned alongside it. In an additive multilingual programme, the home language is strengthened and affirmed while any further language learned is seen as adding value (e.g. all Additional Languages, including the Language of Learning and Teaching are taught alongside the home language but do not replace it)

aesthetic - 1. sensitive to the beauty of language and thus sensitive to and appreciative of the lasting value of texts

2. an aesthete is a person sensitive to artistic beauty. "Aesthetic" refers to the beauty to be found in a work of art. One can discuss the aesthetics of a work, or make aesthetic judgements

alliteration -a pattern of sound that includes the repetition of consonant sounds. The repetition can be located at the beginning of successive words or inside the words.

ambiguity - double meaning created by the way in which words are used; when used unintentionally, ambiguity obscures the meaning (e.g. 'General flies back to front' or 'Short children's stories are in demand')

analogy - 1.finding similarities in things that are usually seen as different.

2. finding similarities in things that are usually seen as different, a way of explaining or illustrating something, but not a proof. One must be alert to false analogy. There should be accurate correspondence between the thing that is explained and the details of the analogy

anecdotes - narratives of small incidents or events told for the purpose of information, entertainment, humour, malice, or to reveal character

animation – the technique of using a series of still pictures to create an illusion of movement or life

anticlimax – when an expectation of some high point of importance or excitement is not fulfilled or the seriousness of a literary plot is suddenly lost as a result of a comical, digressive or meaningless event

antithesis – the expression of two opposed or different ideas in balanced contrast (e.g. 'more haste, less speed')

antonym – a word that is opposite in meaning to another word in the same language (e.g. 'happy' and 'sad')

Aphesis – In this case, you have dropped the unstressed vowel at the beginning of the word. These are often unintentional and casually spoken versions of the words. Perhaps the best example is 'cause instead of because.

appropriacy – if language is appropriate it is suitable in terms of the context in which it is used (e.g. the greeting 'Good morning, Mr Jones' would be appropriate in a formal work situation whereas 'Hi, Jo' would be appropriate between friends)

assessment – a continuous structured process of gathering information on learner competence in many different ways

assonance – 1. repetition (mostly) of vowel sounds in two or more words e.g. " It is June and the world is all in tune"

2. Add. The vowel sounds do not have to be precisely the same: assonance could consist of a series of vowel sounds that create a certain effect

audience – 1. the intended reader (s) , listener (s) or viewers of a particular text; in planning a piece of writing speakers/writers must take into the consideration the purpose and audience when choosing an appropriate form of writing

2. Add. In particular, an audience is those attending a live performance of music or drama.

authentic texts – texts which have a practical function and are not literary (e.g. magazine and newspaper articles, recordings from radio and television, advertisements, product labels, travel brochures, government forms, examples of real letters)

bias – 1. a tendency to favour one thing, idea, attitude or person over another which makes it difficult to make a fair assessment

2. Add. In the game of bowls, the "wood" or bowl has a weight on one side which makes it turn towards that side

caption – a title or comment attached above or below an article, a picture, a photo and so on

caricature – 1.an exaggerated portrayal (written or visual) of a character which is achieved by mocking personality traits or appearance

2. Add. The drawings of cartoonists in newspapers are usually intended to be caricatures and work by exaggerating or distorting features of appearance with a view to being comic or satirical

cause (see also **effect**) - that which gives rise to an action or condition

cinematographic techniques – devices used in the construction of a film (e.g. composition, lighting, type of shot)

clarify- making the meaning of the text clear to the reader

clause – Put in the right place. "The man who was wearing a red shirt ran away." The main sentence is "The man ran away." The words "who was wearing a red shirt" is a subordinate clause. It cannot stand by itself, although the verb is complete (finite) . Subordinate clauses start with a conjunction (when, because) or a relative pronoun (who, which) . The conjunction links the clause to some part of the main sentence. "The man wearing a red shirt ran away." In this sentence "wearing a red shirt" is not a clause but a phrase. The verb is not complete (it is participle) .

climax – the most exciting, effective or important part of the story; this important part is not necessarily at the end

Clipped – Similar to truncation in that you are using a part of the word to form the abbreviation, but in this case you're using either the middle or end. Common clipped abbreviations include phone (telephone) , cell (cellular phone) and fridge (refrigerator) .

coherence – 1. the underlying logical relationship which links ideas together and gives a passage or paragraph unity

2. Add. It may also imply adequate grammar to convey the meaning, or orderly sentence structure. Chaotic grammar may make a statement incoherent.

cohesion – the linking if sentences or paragraphs by means of logical connectors such as conjunctions, pronouns or repetition

colloquialism (see also **slang**) – language belonging to ordinary or familiar conversation but not used in formal language

comparative (see also **superlative**) – degrees of comparison as found in adjectives and adverbs are positive, comparative or superlative (e.g. 'long' (positive) , 'longer' (comparative) , 'longest' (superlative)

compare (see also contrast) – to assess the way in which things are similar

conflict – the struggle that arises between characters or between individuals and their fate or circumstances; conflict in literature can also arise from opposing desires or values in a character's own mind

conjunction – a word used to join two clauses, words, phrases or sentences

connotative meaning (see also **denotative**) – both the positive and negative associations that a word collects through usage that go beyond the literal (primary) meaning

context – a text is always used and produced in a context; the context includes the broad and immediate situation including aspects such as social, cultural and political background; the term can also refer to that which precedes or follows a word or text and is essential to its meaning

context clues Context clues is using words surrounding an unknown word to determine its meaning. This reading strategy can be taught in conjunction with vocabulary.

contrast (see also **compare**) – to consider the way in which things differ

conventions – accepted practices or rules in the use of language. Some conventions help to convey meaning (e.g. the rules of grammar, punctuation, typefaces, capital letters) ; some assist in the presentation of content (e.g. table of contents, general layout, headings, footnotes, charts, captions, lists, pictures, index) ; and others reflect a pattern of language that has become formulaic (e.g. greetings, small talk)

continuous assessment – it involves assessment activities that are undertaken throughout the year

critical language awareness - the analysis of how meaning is constructed with understanding of power relations in and between languages; it empowers the learner to resist manipulation and to use language sensitively

debate - in debating, two opposing teams compete with one another. They aim to convince the adjudicator and the audience that their viewpoint about a given topic is more reasonable and justifiable than that of the opposing team

denotative meaning (see also **connotative meaning**) – the literal or primary meaning of a word

derivative – a word derived from another or from a root; usually formed by adding a prefix or suffix (e.g. 'quickly from 'quick')

dialect – a form of a language adapted by a particular community; it is significantly different from other forms of the same language in terms of words, structures and/or pronunciation

dramatic irony – occurs when the audience/reader/viewer knows more about the situation and its implications than the characters involved; it heightens the tension, enjoyment and audience participation

dramatic structure – 1. the special literary style in which plays are written

2. the arrangement of plot, acts, scenes, characters and possibly also features of language in a play.

drawing conclusions - using written or visual clues to figure out something that is not directly stated in the reading.

editing – the process of drafting and redrafting a text, including correcting grammatical usage, punctuation and spelling errors and checking writing for coherence of ideas and cohesion of structure; in media, editing involves the construction, selection and lay-out of texts

effect (see also **cause**) – the result or consequence of an action or condition

emotive language – language which arouses strong feelings

euphemism – a mild or vague expression substituted for a thought *or word* which is felt to be too harsh or direct

explicit (as opposed to **implicit**) - meaning which is clearly or directly stated

external assessment – assessment conducted by a body outside the institution, e.g. ANA, NSC, provincial paper

evaluate - form opinions, make judgments and develop ideas from reading

figurative (as opposed to **literal**) - words or phrases used in ac non-literal way to create a desired effect; literal texts often make concentrated use of figurative language (e.g. simile, personification, metaphor)

fluency – 1. the word comes from the flow of a river and suggests a coherence and cohesion that gives language use quality of being natural, easy to use and easy to interpret

2. Add. And with a fair degree of grammatical control (though perhaps not total grammatical accuracy) .

font – the type and size of the letters used when writing, typing or printing (e.g. 12pt (size) Times New Roman (style of lettering)

foregrounding (as opposed to **backgrounding**) – used literally, it means the positioning of a subject in or near the front of the frame; used figuratively, it refers to emphasising or focusing on one point *of aspect* more than another

forum - team speaking or forum debate may be used against other schools, or in the classroom by dividing learners into teams of four, each of whom will speak on a different aspect of the same topic. An adjudicator decides on the winning team

genre – the types or categories into which texts are grouped, *e.g. novel, drama, poetry, business letter, personal letter.*

gesture – a movement of the face or body which communicates meaning (e.g. nodding of head to indicate agreement)

graphics – products of the visual and technical arts (e.g. drawing, designing)

home language (see also **additional language**) – the language first acquired by children through immersion at home; the language in which we think

homonym – a word which has both the same sound and spelling as another but has a different meaning (e.g. the noun 'the bear' and the verb 'to bear')

homophone – a word which sounds the same as another but is spelled differently and has a different meaning (e.g. 'one' and 'won')

hyperbole – a deliberate exaggeration (e.g. to describe something in such a way that it seems much bigger than it really is: 'He gave me a mountainous plate of food.')

image – a picture or visual representation of something

imagery – words, phrases and sentences which create images in our minds such as similes, metaphors, personification

implicit (as opposed to **explicit**) – something implied or suggested in the text but not expressed directly

implied (as opposed to **direct meaning**) – meaning suggested by the text but not directly stated

inclusivity – the principle that education should be accessible to all learners whatever their learning styles, backgrounds and abilities

infer – to pick up meaning behind what is stated and to deduce all the implications

Initialism – Also called alphabetism, this is a group of letters, each pronounced separately, used as an abbreviation for a name or expression. Examples include: SA, CD, TV, DBE, UK.

initiate – to start (e.g. to initiate conversation)

innuendo – something unpleasant which is hinted at rather than clearly stated

interview - task of gathering information or a face-to-face discussion between people, directed toward some specific purpose.

intonation – 1.the pattern of the pitch or the melody of an utterance which marks grammatical structures such as sentences or clauses

2. Add. And distinguishes between statements and questions and indicates the speaker's attitude or feelings

irony – a statement or situation that has an underlying meaning different from its literal or surface meaning. *Irony is related to tone.*

jargon – special terms or expressions used in a trade or profession or by any specific group (e.g. computer users would refer to a 'CPU', 'RAM' and so on) ; when jargon is used to exclude listeners/readers from an interaction it is potentially hurtful or even harmful

language varieties –.language varieties found when minor adaptations in terms of vocabulary, structure and/or pronunciation have been made; can vary from one region or country to another

literacies –different kinds of literacy (e.g. critical, visual, graphic, computer, media, socio-cultural

literacy (see also literacies) – the ability to process and use information for a variety of purposes and contexts and to write for different purposes; the ability to decode texts, allowing one to make sense of one's world. *The capacity to read and write*

literal (as opposed to **figurative**) – the plainest, most direct meaning that can be attributed to words

malapropism –the mistaken and muddled use of long words to impress; although these words sound almost right, they are incorrect enough to bring about humour e.g. conversation and conservation. *From a certain Mrs Malaprop, a comic character in a drama*

manipulative language – language which is aimed at obtaining an unfair advantage or gaining influence over others e.g. advertisements, sales talk, political speeches

meta-language – the language used to talk about literature and language and grammatical terms; it includes terminology such as 'context', 'style', 'plot' and 'dialogue'

metaphor – using one thing to describe another thing which has similar qualities (e.g. 'Education is the key to success.')

mind map – a representation of a theme or topic in which key words and ideas are organised graphically

mode – a method, a way or manner in which something is presented; a way of communicating (e.g. the written mode, the spoken or oral mode, the visual mode (which includes graphic forms such as charts)) ; information can be changed from one mode to another (e.g. converting a graph into a passage)

mood – atmosphere or emotion in written texts; it shows the feeling or the frame of mind of the characters; also refers to the atmosphere produced by visual, audio or multi-media texts

multi-media – an integrated range of modes that could include written texts, visual material, sound, video and so on

narrative – a spoken or written account of connected events in order of occurrence, *a story*

narrative voice/point of view – . the voice of the person telling the story (e.g. a distinction can be made between first person narrative –'I' – who is often a character in the story, or third person narrative in which the narrator refers to characters as 'he', 'she' or 'they')

onomatopoeia – the use of words to recreate the sounds they describe

oxymoron – a combination of words with contradictory meanings, used deliberately for effect; usually formed by using an adjective to qualify a noun with an opposite meaning (e.g. an open secret)

panel discussion - groups are formed to discuss a topic, answer questions and respond to tasks

paradox – an apparently self-contradictory statement or one that seems in conflict with logic; lying behind the superficial contradiction, there is logic or reason

paraphrase – a restatement of an idea or text in one's own words

paronym – word formed from a foreign word

personification – attributing human characteristics to non-human things

plot – the interrelatedness of the main events in a text; plot involves more than a simple sequence of events as it suggests a pattern of relationships between events and a web of causation

point of view – the perspective of a character in relation to issues *in a novel or play*

Portmanteau – The blending of two or more words will give you a portmanteau. The examples include liger (lion and tiger) , brunch (breakfast and lunch) , Gautrain, spork (spoon and fork) , skort (shorts and skirt) , and brinner (breakfast and dinner) .

prejudice – intolerance of or a pre-judgement against an individual, a group, an idea or a cause

projection- the placement and delivery of volume, clarity and distinctness of voice for communicating to an audience

pun – a play on words which are identical or similar in sound in order to create humour (e.g. 'Seven days without water makes one week/weak.')

redundancy – the use of words, phrases and sentences which can be omitted without any loss of meaning

register – the use of different words, style, grammar, pitch and tone for different contexts or situations (e.g. official documents are written in a formal register and friendly letters are usually written in an informal register)

report - (formal and informal) Giving exact feedback of a situation, e.g. accident

re-reading - Rereading is a reading strategy that gives the reader another chance to make sense out of a challenging text.

restating - Restating is a reading strategy where the reader will retell, shorten, or summarize the meaning of a passage or chapter, either orally or in written form.

rhetoric device – device such as pause and repetition, used by a speaker to effectively persuade or convince. *Some devices may be manipulative*

rhetorical question – a question asked not to get a reply but for emphasis or dramatic effect (e.g. 'do you know how lucky you are?')

rhyme – words or lines of poetry that end with the same sound including a vowel

rhythm – a regular and repeated pattern of sounds

sarcasm – an ironic expression *or tone of voice* which is used in order to be unkind or offensive or to make fun of someone

satire – the use of ridicule, sarcasm and irony to comment critically on society *or individual or a situation*

scan – to run one's eyes over a text in order to find specific information (e.g. scan a telephone directory for a name and number)

simile – comparing one thing directly with another, a word such as 'like' or 'as' is used to draw attention to the comparison

skim – to read a text very quickly to get an overview (e.g. skim the newspaper headlines for the main news)

slang – informal language often used by a group of people, such as teenagers, who use terms like 'cool' and 'awesome'; the difference between colloquial language and slang is that slang has not yet been accepted in polite or formal conversation, whereas colloquialisms (e.g. 'Good show!') have been

stereotype – a fixed *conventional* (and often biased) view about what role a particular person is expected to play

strategy – a certain *broad* procedure *or plan* used to tackle a problem

stress (in a word or sentence) – to give force to a particular syllable in a word or a word in a sentence

style – The distinctive and unique manner in which a writer arranges words to achieve particular effects. Style essentially combines the idea to be expressed with the individuality of the author. These arrangements include individual word choices as well as such matters as length and structure of sentences, tone and use of irony.

subplot – subsidiary action which runs parallel with the main plot of a play or a novel

symbol – something which stands for or represents something else

synonym (as opposed to **antonym**) – a word which has the same meaning or almost the same meaning as another word in the same language. *Synonyms in English tend to have important differences in connotation*

synthesise – the drawing together of ideas from a variety of sources; a clear summary of these combined ideas

text – *a statement or creation in* any written, spoken or visual form of communication

theme – the central idea or ideas in a text; a text may contain several themes and these may not be explicit or obvious

tone – quality and timbre of the voice that conveys the emotional message of a *spoken* text. In written text, it is achieved through words *that convey the attitude of the writer*. In film, tone can be created through music or *visual effects*

transactional writing – functional writing (e.g. letters, minutes of meetings, reports, faxes)

Truncation – This type of abbreviation consists only of the first part of a word. These are most often used when referring to proper titles such as months of the year or days of the week, e.g., Mon., Fri., Apr., Oct.

turn-taking conventions – the customs which govern the flow of conversation between people such as allowing others to give their opinion, restating to clarify meaning, intervening to redirect focus, asking for clarification

understatement – express something in restrained terms rather than giving the true or full facts, usually for emphasis, *possibly as a form of evasion, possibly as a form of humour*

verbosity – language using more words than are needed

visual texts – visual representations which can be seen and which convey messages (e.g. film images, photos, computer graphics, cartoons, models, drawing, paintings)

voice – the author's persona: who the author is; when reading or viewing one gains an impression of the author and his/her intentions. *See narrative voice*

wit – the unexpected, quick and humorous combining of contrasting ideas or expressions

word-attack skills - strategies used when reading an unknown word (e.g. breaking it into syllables or looking at the meaning of the prefixes or suffixes